DOCUMENT RESUME

ED 219 112 JC 820 369

TITLE	Revitalizing the Humanities in the Community College: Progress Report, October 1, 1981-September 30, 1982.
INSTITUTION	Center for the Study of Community Colleges, Los Angeles, Calif.; Washington State Board for Community Coll. Education, Olympia.
SPONS AGENCY	National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE	[82]
NOTE	110p.
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Advisory Committees; Community Colleges; *Curriculum Development; Educational Benefits; *Humanities Instruction; Information Dissemination; *Liberal Arts; Program Descriptions; Program Evaluation; Questionnaires; *State Programs; State Surveys; Teacher Workshops; Two Year Colleges
IDENTIFIERS	*Washington

ABSTRACT

This progress report reviews the third year of activities conducted by the Center for the Study of Community Colleges as part of the Washington State Humanities Project. First, the report discusses the role of Center staff in advising on the project's organization and activities, reviewing materials, visiting campuses, and linking the project with similar activities in other states. Next, the four specific types of Center activities are reviewed: (1) surveys, which included the undertaking of a survey of 6,162 students from 26 Washington community colleges and the design of a community survey for use by the state's colleges; (2) workshops and presentations, which included 15 faculty workshops focusing on humanities lay advisory committees and on the implications of the findings of the student survey; (3) the dissemination of information on survey findings and on the activities of the project; and (4) project evaluation, which revealed problems arising from state budget cuts and uneven leadership on the campuses. The bulk of the report consists of appendices, including the student survey instrument and instructions for its use, the community survey instrument, reports on advisory committees and humanities instruction, Jack Friedlander's study, "Measuring the Benefits of Liberal Arts Education in Washington's Community Colleges," and Arthur Cohen's overview of the student survey, recommendations emanating from the project, and liberal arts outcomes. (HB)

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REVITALIZING THE HUMANITIES IN THE COMMUNITY COLLEGE

Progress Report, October 1, 1981 - September 30, 1982

National Endowment for the Humanities Project No. AS-00017-79-1409

Grantee: State Board for Community College Education
Assisting Agency: Center for the Study of Community Colleges

JC 820 369

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"Revitalizing the Humanities in the Community College"
Grantee: State Board for Community College Education
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Progress Report, October 1, 1981 - September 30, 1982

This is the third-year report by the Assisting Agency on the "Revitalizing the Humanities in the Community College" Project. This document details the activities of the Center on the Project during the past 12 months.

In general, the role of the Center has been to provide various forms of assistance to the Project Director, Coordinator, Core Group, Facilitators, and faculty. The Center staff that have been involved with the Project include Arthur Cohen, Florence Brawer, Randy Beckwith, and Jack Friedlander. The Center staff acting individually and jointly have attended Core Group meetings, have advised on Project organization and activities, have reviewed Project materials, have visited campuses, and have consulted with numerous campus-level people through personal, written, and telephone contacts. Center staff have also acted to link the Project with similar activities in other states by discussing it with, and bringing in ideas from, the staff in those areas. The second part of this linking function has been to facilitate the attendance of Washington faculty and administrators at various regional workshops and meetings to discuss their involvement with the Project. A third aspect of the communication and linking activities has involved Center staff working with various agencies and foundations to bring additional support for the humanities in Washington.

The Center is responsible for four specific types of activities: design and conduct surveys; plan and conduct faculty workshops to enable faculty to work on strategies for effecting the objectives of the Project; disseminate survey

findings and the activities of the Project; and evaluate the Project. The third-year activities under each of these headings are reviewed as follows:

Surveys

Student Survey

Over the summer of 1981 Cohen, Brawer, Beckwith, and Friedlander developed another version of the student survey and solicited input from Core Group members and the campus facilitators. The final four-page instrument contained 12 sets of items designed to elicit information on student background characteristics, self ratings of abilities, types of college courses taken, types of learning activities participated in during a particular course, reasons students had for not enrolling in various types of liberal arts courses, and estimates of progress made toward each of 14 important general education objectives. (Appendix A)

Center staff selected the sample and assembled the questionnaire packets for each campus. The sample included 25 percent of all class sections offered at 10 a.m. and 7 p.m. on Wednesday of the seventh week of the Fall 1981 Quarter. During the first week of November, packages of surveys were sent by United Parcel Service to each campus facilitator with a letter (Appendix B) detailing the procedures for distributing and retrieving the questionnaires. Explanatory letters accompanied the instructor's packet of surveys (Appendix B). In addition, a number of facilitators included a note of their own explaining the survey to the instructors whose classes had been selected.

Completed surveys were obtained from 6,162 students enrolled in 338 of the 363 classes (93 percent response rate) selected at 26 of the 27 Washington Community Colleges. The completed surveys from Fort Steilacoom Community College were lost in the mail. After Center staff cleaned up the questionnaires, they were sent to Westinghouse Data Score Systems where a data tape

was made. Various analyses of the data were conducted by Center staff and then reported and disseminated through written reports and speeches to campus groups throughout the state. (See Appendices E and F).

Community Survey

Following the directive of the Core Group to assist campuses individually in developing a community survey, Center staff notified the Community Services Coordinators that they would be happy to work with them in designing an instrument. Such a survey would provide the college with information not currently available on: what community agencies, organizations, and groups are involved in the humanities; in what ways and to what extent are these community groups involved; and can the community college link up its efforts in the humanities to these other groups.

In December, Center staff worked again with Kae Hutchison, Director of Evening and Continuing Education at Bellevue Community College, to revise the format of the questionnaire and to set up the procedures for administering it. The questionnaire (Appendix C) reflects her interest in surveying organizations involved in a variety of non-credit educational activities - not only those engaged in humanities activities. At the time of the writing of this report, no date has been set to administer the questionnaire.

Workshops and Presentations

During the past year Center staff have conducted 15 workshops on a number of different campuses. The content of these workshops has focused on two major topics: 1) the formation and use of humanities lay advisory committees and 2) curricular and instructional implications of the findings from the student survey. As in the past, the Facilitator at the campus

organized the session and worked with the Center to establish the format.

The most recent workshop on humanities lay advisory committees was held at Yakima Valley Community College on May 27th. Organized by Millie Stenjehm and Ted Keeler, the campus Facilitator and the Humanities Division Chair respectively, the session was attended by most of the faculty in the division. First, Ms. Beckwith outlined the rationale for establishing a humanities advisory committee and how the formation of these groups became an objective of the Humanities Project. She also discusssed the humanities advisory committees that have been established outside of Washington detailing the process used to form the committees, the type of members selected, and the various projects undertaken. Then the videotape on which faculty and department chairpersons who have been instrumental in forming committees and some committee members discuss the beneficial experiences of Clark, Olympic, and Shoreline in working with these groups was shown. To conclude, Ms. Beckwith enumerated the guidelines to follow in forming a committee, encouraged those present to contact colleagues at other campuses where such committees are operating for additional information, and distributed the Handbook and the materials prepared by North Seattle Community College for members of their newly organized committee. Descriptions of other workshops are in Appendix D.

In April and May Randy Beckwith went to six campuses: Olympic, South Seattle, Clark, Bellevue, Green River, and Edmonds. Via a workshop/presentation format for faculty and administrators, Ms. Beckwith highlighted the key findings from the Student Survey, directed attention to some of the institutional implications of the findings, and introduced some curricular and instructional ideas which may lead to further discussion and effort at the campus level. The survey findings are detailed in the three reports in Appendix E, and the implications and areas for additional

consideration are found in Appendix F.

Center staff also made several other presentations on the Student Survey. Jack Friedlander addressed the Northwest Association of Instructional Administrators on March 5th; Arthur Cohen spoke at the April 23rd meeting of WACCP; and Randy Beckwith discussed the findings at the Washington Instructional Deans meeting on May 13th, at a session on May 1 at Humanities '82, and as a part of Faculty Day at Grays Harbor College on March 23rd.

Results of Workshops

Over the past year Center conducted workshops have led to positive actions being taken by a number of campuses. After workshops in the fall at their colleges, humanities faculty planning committees were organized at North Seattle, South Seattle, Tacoma, and Wenatchee to form humanities advisory committees. Although the planning time needed varied by campus, as of June each college had selected committee members, set forth possible objectives for the committee, and had held at least one meeting of the newly formed advisory group. Three of the Advisory Committees have either decided on a project or an activity or were going to do so in the near future. The committee at Tacoma requested a meeting in July to determine their first activity. Members of the Wenatchee Valley Advisory Committee are interested in working with the humanities division on an event to provide high school students with an opportunity to explore the humanities offerings at the college. The Advisory Council at North Seattle has agreed on three major activities in the upcoming academic year. Members will sponsor a seminar between themselves and faculty on the way in which humanities education is incorporated into everyday life and into various careers. This seminar will be held during the opening non-instructional days in September. The second planned activity is to arrange a cultural series for the campus to culminate in a chamber

music festival featuring musicians from the college and from the area's high schools. The Council also intends to hold a symposium on the provocative issue of freedom of expression in the humanities.

At South Seattle the faculty steering committee not only undertook the formation of an advisory committee but the members worked to develop and place in the curriculum the first interdisciplinary humanities course. The new course will be offered in the fall and is designed for students in both the transfer and occupational programs. Based on the "Humanities in Thought and Action" course developed with the help of a campus mini-grant at North Seattle, South Seattle has expanded the material and plans to offer a year-long course. South Seattle intends to retain the skills based approach and the interdisciplinary emphasis through the use of guest lectures by faculty from different disciplines. Thus, at this campus Center workshop activity and follow-up has resulted in faculty involvement in several Project objectives -- building new interdisciplinary courses, forming a lay advisory committee, and with the committee's help inviting future projects in the humanities.

After workshops on their campuses, faculty from the two Spokane campuses formed an advisory committee planning group. By the end of Spring Quarter they had obtained administrative support and developed an initial list of possible community members. Over the summer they intend to formulate some goals and purposes for the committee which will be presented to the faculties at both campuses in the fall.

Three other colleges have used the workshops to initiate wider interest among faculty for an advisory committee, and these institutions intend to pursue the formation of a group during the 1982-83 academic year. At Green River the chairs of the four divisions that would be served by such a

committee are interested in visiting Shoreline and North Seattle. By talking with people who have been very involved in establishing and working with advisory groups, the four chairpersons will gain first hand information on how the committees function and the benefits they can bring to the academic program. Interest at Whatcom has focused on establishing a committee for the liberal arts, and several faculty and administrators are committed to working toward the establishment of such a group. At Yakima Valley the Facilitator and Division Chair intend to build on the initial interest generated by the workshop and utilize the expertise within the state to help them form a committee.

Using the information presented on the Student Survey as one factor in their deliberations, the committee at Edmonds Community College charged with determining the new program requirements for the Associate of Technical Arts Degree has made several recommendations. Currently, the sole requirement is physical education. The committee is recommending that the requirements be expanded to include English composition, the humanities, math/computer programming, and personal development. Green River Community College is engaged in an assessment study of educational needs for the future and how general education requirements should be restructured to meet those needs. The workshop on the Student Survey provided additional data for consideration in the assessment process.

The planned follow-up activity to the Louis Schlegel-Roberta Vandermast competency-based humanities workshop did not come to fruition. The Center had asked them to prepare a videotape including: actual in class sessions of an interdisciplinary instructional approach; examples of student papers and assignments; and methods of taking students from their entry-level skills to the desired competencies. Time, other commitments, and staffing problems at

Valencia Community College worked against the creation of a informative, useful videotape. However, Mr. Schlegel and Ms. Vandermast have responded by phone to all inquiries by Washington faculty and are prepared to continue offering assistance to individuals desiring it.

Dissemination

The Center has been involved in dissemination as an ongoing activity for all phases of the Project. All Project Reports have been disseminated to the Presidents, Facilitators, Occupational Liaisons, and Community Services Coordinators at all the campuses. They have also been placed in the ERIC system. An article detailing the activities undertaken by individuals and campuses to realize the Project's objectives and summarizing the impact of the Project is being written in conjunction with David Story and will appear in The Review and Proceedings of CCHA, February 1983.

Several types of material based either entirely or in part on the experience of the Washington colleges with humanities advisory committees have been developed by the Center. Advisory Committees to the Humanities: A Handbook by Florence Brawer and Allen Gates was distributed to faculty at 11 workshops in the state and is available through ERIC as Topical Paper #74. Florence Brawer's article "Forming a Humanities Advisory Committee" appeared in Catalyst, a Project sponsored journal. The videotape "Forming and Using Humanities Advisory Committees" was used as a part of nine workshops in Washington and seven institutions have been given copies to use at a later time with faculty and potential committee members. The video was also incorporated into a workshop at the CCHA Western Pacific Conference on November 20-21 in San Francisco and in a session on the liberal arts at the AACJC National Conference on April 5th and 6th in St. Louis. Because the video is briefly described in the Handbook and because it has been shown at the above mentioned

conferences. requests to use it have come from a number of colleges across the country. To date it has been shown at Union College (New Jersey), Triton College (Illinois), Williamsport Area Community College (Pennsylvania), Wytheville Community College (Virginina), and ERIC has received an additional 20 letters of inquiry concerning its availability.

The efforts of campuses in Washington to extend the humanities into vocational programs have been widely disseminated through two recent publications. In the Center Bulletin Issue #2 the courses "Perspective on Dying" at Shoreline Community College and "Introduction to Ethics" at Skagit Valley are discussed, and in the ERIC "Incorporating Humanities Instruction in Vocational Programs: Fact Sheet #4" the use of modules at Edmonds Community College and the interdisciplinary course "Business Civilization: A Literary Review" at Highline Community College are outlined as potential models for other campuses to adapt.

Various speeches and presentations on the Washington Project have been given by Center staff:

Speech to Northwest Association of Community and Junior Colleges, Portland, Oregon, December 7, 1981, "Turning Points" by Arthur Cohen

Speech to AACJC-NEH Workshop on Strengthening the Humanities in Occupational Curricula, Los Angeles, Calif., February 26, 1982, "Update on Research on the Humanities in Community Colleges," by Arthur Cohen

Speech to Conference on Urban Community Colleges in Transition, Detroit, Michigan, March 9, 1982, "Changing Directions in Educational Programs" by Arthur Cohen and Florence Brawer

Paper presented as "Invitational Address" to Division J, AERA, New York, New York, March 22, 1982, "Ways of Knowing about Community Colleges" by Arthur Cohen and Florence Brawer

Speech on Faculty Day at Grays Harbor College, Aberdeen, Washington, March 23, 1982, "Trends in Community College Instructional Programs" by Randy Beckwith

Panel Presentation at AACJC, St. Louis, Missouri, April 5, 1982, "Promoting a Liberal Arts Education" by Arthur Cohen, Florence Brawer, and Jack Friedlander

Presentation to Washington Association of Community College Presidents at Highline College, Seattle, WA., April 23, 1982, "Surveys, Recommendations and Assessments" by Arthur Cohen

Presentation at Oxnard College, Oxnard, California, May 11, 1982, "Results of the Washington Project" by Randy Beckwith

Presentations at Ben Gurion University, Beer-Sheva, Israel, June 6-10, 1982, by Arthur Cohen and Florence Brawer

Continued dissemination of successful strategies and approaches developed during the Washington Humanities Project is ensured through Center participation in an ongoing project and a possible future project. The ongoing project is the "Advancing the Liberal Arts" with six urban community college districts funded by the Andrew Mellon Foundation. Several of the goals of this project parallel those in the Washington Project. Thus, the experiences of Washington colleges in forming and working with humanities advisory groups, in integrating humanities into occupational programs, and in creating interdisciplinary courses will provide models from which the 38 colleges involved in the Liberal Arts Project can learn. The possible future project is "Humanities and Vocational Perceptions: The Development of a Core Curriculum for the Community College." A proposal has been submitted to NEH by the Medicine, Law, and Human Values Program at UCLA in conjunction with The Freshman/Sophomore Professional School Seminar Program, the UCLA Writing Program, and the Center. The experience gained by the Center in helping community college faculty in Washington to effect curricular reform will be utilized in working with the faculty teams from the eight participating institutions.

EVALUATION

In the past year the cumulative effect of the Project and its activities has been apparent, and a number of positive effects should be noted. Perhaps the most visible evidence of the success of the Project was Humanities '82. The planning and actual conducting of the meeting involved members of the Core Group, Campus Facilitators, faculty and deans from the liberal arts and occupational programs, Community Services Coordinators, and advisory committee members - a striking example of the new cooperation and interaction engendered by the Project. In attendance were some 200 people including presidents, deans, faculty, trustees, and advisory committee members. The scheduled sessions focused on the funded campus projects and on pertinent disciplinary topics; these were well attended and stimulated dialogue and interest between presenters and listeners. As a culmination to the two day meeting, attendees unanimously approved the adoption of the Constitution of the Washington Community College Humanities Association and elected a slate of officers. Thus, the momentum generated by the Project is ensured continuity and sustenance by the new organization. And less quantifiable but certainly present at Humanities '82 was the sense of energy, vitality and enthusiasm that has been released by the Project and which permeated the atmosphere.

As more of the funded campus projects are completed, the high quality of faculty effort and the growing wealth of instate expertise becomes apparent. Through these projects the humanities have been extended to groups generally untouched by the traditional formats - vocational students, developmental students, and targeted audiences within the community. Again, many of the projects have involved faculty cooperation across disciplinary and program areas and thus have forged greater interaction among institutional colleagues.

Even those projects that fell somewhat short of their stated objectives provide a reservoir of faculty experience that can be utilized in future programmatic efforts and shared with others.

The Consultants Registry Program has been another source of interaction and a mechanism for sharing expertise among colleagues at different campuses. To date consultant services have been requested by and provided to 15 colleges. The colleges using the services have reported that they found the consultants to be valuable resources. There is some possibility that the Association will be able to continue the program. However, even if this possibility does not materialize, the Registry booklet will continue to provide a directory of instate expertise.

Positive results of Center sponsored workshops have been discussed under the section on workshops and do not need to be repeated. However, an observation on the effectiveness of the workshops should be pointed out: namely that the usefulness of the workshop was directly proportional to the type of follow-up activity initiated by those on the campus. Where individuals capitalized on the strategies and approaches presented in the workshop, set to work to pursue and adapt them to their own institution, and called upon the Center and others in the state for further assistance and support, the workshops can be deemed quite effective. On the other hand, where information from the workshops was passively listened to, and where no one on the campus initiated an effort to either utilize the strategies or to pursue the ideas, the workshops had limited value.

Lastly, the benefits that some humanities divisions have derived from their advisory committees have far exceeded the original expectations. Committee members have become a source of energy, contacts, and fresh ideas. They have become community colleagues on a number of division projects,

ranging from the establishment of a speakers' series, to a colloqium on the value of the humanities in different occupations, to the publication of a newsletter made up of excerpts relating to the humanities from widely varied professional journals and literature. Several of the newly formed committees may well prove to be an equally rich and valued community connection for their host colleges.

On the negative side, some of the problems discussed in the first and second year reports have never been resolved and thus have continued through this past year. The most pervasive problem has been the fiscal crisis that continues to plague the state. All state agencies, including the community colleges, have been ordered to make further cuts in their budgets. These, coupled with the cuts during the 1980-81 academic year, total 17 percent in the past 20 months. Quite understandably such reductions and the attendant concerns and fears have had an impact on the Project. While the humanities have not been singled out for budget reductions, they -- along with the other programs -- have been adversely effected by the facts of enrollment caps and class cancellation and a general ambience of uncertainly over jobs and fearfulness over the future role of the college. With such heavy concerns impinging on their working conditions, faculty members and administrators at some campuses have not focused the attention and interest on Project activities that they might have in a more sanguine period.

Secondly, on most campuses the participation by the appointed Occupational Liaison and the Community Services Coordinator remained extremely limited. With only a few exceptions, they have not been involved in Project activities and consequently neither have most faculty and staff from these areas. In a lengthy response to the Core Group's Project Evaluation, one Facilitator zeroed in on what may be a major factor behind the failure of

the campus teams to function effectively. Many of those selected to fill these positions were administrators; and while such choices are logical from some standpoints, they are poor from others. Because administrators were selected, faculty on a number of campuses felt little "ownership" with the Project and were disinclined to participate. In addition, many administrators were too absorbed with the budget crises and other tasks and problems to devote time and energy to the Project or to provide the necessary leadership to others and encourage their participation.

A third problem and one that is akin to the problem outlined above is the leadership that has surfaced on different campuses in relation to the Project. On some it has been tremendous; on others it has been adequate; and on still others it has been non-existent. At the beginning of the Project each President was sent a memorandum outlining the functions of the campus team and the type of qualities desired in the individuals selected to serve. Clearly, on some campuses such appointments were made more carefully and thoughtfully than on others. On certain campuses people other than the designated team members have assumed positions of leadership, and these individuals have played an energetic and dynamic role in the success of the Project. But on those campuses where leaders have neither been appointed nor emerged there has been minimal participation in Project activities and ultimately very limited benefit.

In summary, despite the problems enumerated above some of which could have been overcome by people at the campus level and others which were the untoward results of larger economic conditions, the dominant note in this final year is one of exciting developments. Much of the earlier work has resulted in positive achievements and a number of the Project's goals have been realized.

APPENDIX A

DOCUMENT CONTROL FORM

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SPON:: BBB02108=National Endowment for the Humanities (NFAH), Washington, D.C.

GEO:: U.S.; Washington
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LANG::
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Washington State Board for Community College Education

and

The Center for the Study of Community Colleges

STUDENT SURVEY

DEAR STUDENT:

Your college, the Center for the Study of Community Colleges, and the State Board for Community College Education are engaged in a three-year project to revitalize the humanities in Washington. This project, sponsored by the National Endowment for the Humanities, involves all 27 Washington colleges and many students, instructors and administrators.

This survey is designed to obtain information about what students gain from their courses. Your responses are confidential and will not reveal your identity in any way. This survey will not become part of your college record. It will, however, help in planning programs and designing courses for students enrolled in community colleges. Please respond as accurately as possible according to the directions given for the various items.

Thank you very much for participating in this important project.

DIRECTIONS

Your responses to this questionnaire will be read by a machine. It is important that you follow a few simple rules:

- Use a pencil - No. 2 or softer. (Do not use ink)
- Make heavy black marks that fill the oval.
- Erase cleanly any response you wish to change.
- Make no stray markings of any kind.

Example:

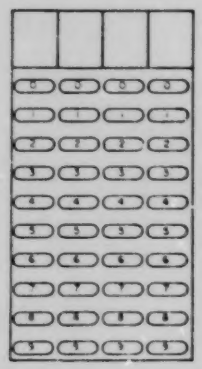
Wrong

Wrong

 Wrong

Right

1. **Your instructor will tell you the survey number for this class. Please write the number in the boxes and fill in the corresponding ovals.**



2. **Are you:**

- ⬭ Male
- ⬭ Female

3. **How old are you?**

- ⬭ 18 or younger
- ⬭ 19 - 22
- ⬭ 23 - 29
- ⬭ 30 - 39
- ⬭ 40 - 59
- ⬭ 60 or older

4. **At this or any other college, how many credits have you completed?**

- ⬭ 0
- ⬭ 1 - 3
- ⬭ 4 - 15
- ⬭ 16 - 30
- ⬭ 31 - 60
- ⬭ Over 60

5. **For how many credits are you enrolled this quarter?**

- ⬭ 0 - 9
- ⬭ 10 or more

6. **What is the primary reason that you are attending college? (Mark only one answer)**

- ⬭ To prepare for a career
- ⬭ To gain skills necessary for advancement in my career
- ⬭ To prepare for transfer to a four-year college or university
- ⬭ To develop basic learning skills (for example, reading, writing, math)
- ⬭ To obtain a general education
- ⬭ To satisfy a personal interest

7. **How would you rate your ability in each of the following areas? Fill in one oval for each item.**

		Excellent	Good	Fair	Poor
a.	Critically examine ideas	⬭	⬭	⬭	⬭
b.	Speak in a language other than English	⬭	⬭	⬭	⬭
c.	Appreciate art	⬭	⬭	⬭	⬭
d.	Appreciate music	⬭	⬭	⬭	⬭
e.	Appreciate theater and drama	⬭	⬭	⬭	⬭
f.	Understand my culture and heritage	⬭	⬭	⬭	⬭
g.	Use mathematics to solve problems	⬭	⬭	⬭	⬭
h.	Understand different cultures	⬭	⬭	⬭	⬭
i.	Read effectively	⬭	⬭	⬭	⬭
j.	Write effectively	⬭	⬭	⬭	⬭
k.	Express myself in speaking	⬭	⬭	⬭	⬭

8. **How many college courses have you completed in each of the areas listed below?**

		0	1	2 or More
a.	Anthropology	⬭	⬭	⬭
b.	Art History and/or Appreciation	⬭	⬭	⬭
c.	Biological/Physical Sciences	⬭	⬭	⬭
d.	Business	⬭	⬭	⬭
e.	Cultural Geography	⬭	⬭	⬭
f.	English as a Second Language	⬭	⬭	⬭
g.	Foreign Language	⬭	⬭	⬭
h.	History	⬭	⬭	⬭
i.	Humanities	⬭	⬭	⬭
j.	Literature	⬭	⬭	⬭
k.	Math/Computer Sciences	⬭	⬭	⬭
l.	Music History and/or Appreciation	⬭	⬭	⬭
m.	Occupational - Technical	⬭	⬭	⬭
n.	Philosophy - Ethics	⬭	⬭	⬭
o.	Political Science	⬭	⬭	⬭
p.	Social Sciences (e.g., Economics, Psychology, Sociology)	⬭	⬭	⬭
q.	Theater/Film History and/or Appreciation	⬭	⬭	⬭

9. **Why did you enroll in this course? (Mark the <u>one</u> most important reason)**

- ⬭ It fulfills a general education or breadth or distribution requirement.
- ⬭ It is required for my major.
- ⬭ To develop job-related skills
- ⬭ Personal enrichment/self-enrichment
- ⬭ The course description sounded interesting.
- ⬭ A counselor or faculty member encouraged me to take this course.
- ⬭ Another student recommended that I take this course.

10. **<u>In this class</u>, please indicate whetner or not you have done each of the following activities. Please mark <u>one</u> oval for each statement.**

In this class I:

	Yes	No
a. Developed a bibliography or set of references for a term paper or other class assignment	⬭	⬭
b. Tried to see how different facts and figures fit together	⬭	⬭
c. Thought about practical applications of class material	⬭	⬭
d. Worked on an assignment where I incorporated ideas from this course	⬭	⬭
e. Tried to explain the course material to another person	⬭	⬭
f. Met with my instructor in his/her office	⬭	⬭
g. Received helpful feedback on class assignments, papers, and tests from my instructor	⬭	⬭
h. Discussed my career plans and ambitions with my instructor	⬭	⬭
i. Spent at least five hours or more writing a paper for this class	⬭	⬭
j. Asked my instructor for help to improve my writing	⬭	⬭
k. Discussed ideas for a term paper or other class projects with my instructor	⬭	⬭
l. Related course readings to my personal experiences	⬭	⬭
m. Thought about some of the political, religious, sociological, and/or economic meanings of something I read	⬭	⬭

11. **For each of the following areas in which you HAVE NOT taken courses, please mark the one most important reason.**

	Not Required For My Program	Courses Do Not Interest Me	Too Much Required Reading	Too Much Required Writing
Art/Music/Theater	⬭	⬭	⬭	⬭
Foreign Languages	⬭	⬭	⬭	⬭
Literature/Humanities/Philosophy	⬭	⬭	⬭	⬭
Mathematics	⬭	⬭	⬭	⬭
Social/Natural/Biological/Physical Science	⬭	⬭	⬭	⬭
Political Science/History	⬭	⬭	⬭	⬭

12. **In thinking about your experiences at this college, how much progress have you made in each of the following areas? Please respond to each item.**

I have made progress in:	None	Little	Some	Very Much
a. Acquiring background for further education in some professional field	⬭	⬭	⬭	⬭
b. Gaining a broad general education	⬭	⬭	⬭	⬭
c. Developing an understanding and enjoyment of art, music, drama	⬭	⬭	⬭	⬭
d. Understanding myself, my abilities, interests, and personality	⬭	⬭	⬭	⬭
e. Understanding and getting along with different kinds of people	⬭	⬭	⬭	⬭
f. Thinking critically	⬭	⬭	⬭	⬭
g. Putting ideas together to see relationships, similarities, and differences	⬭	⬭	⬭	⬭
h. Learning on my own	⬭	⬭	⬭	⬭
i. Expressing ideas effectively in speaking	⬭	⬭	⬭	⬭
j. Expressing ideas effectively in writing	⬭	⬭	⬭	⬭
k. Becoming aware of different points of view	⬭	⬭	⬭	⬭
l. Developing my sense of values	⬭	⬭	⬭	⬭
m. Understanding social issues	⬭	⬭	⬭	⬭
n. Understanding the social implications of scientific developments	⬭	⬭	⬭	⬭

THANK YOU FOR COMPLETING THIS SURVEY

APPENDIX B

CENTER FOR THE STUDY OF COMMUNITY COLLEGES
A NON PROFIT CORPORATION

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Dear Colleague:

Thank you for agreeing to assist in our project to Revitalize the Humanities in Washington. Your personal participation is a key to the success of the project.

We need you to distribute sets of student survey forms to a group of faculty members that we have selected at random. The faculty members will be asked to distribute the student surveys to all students present in their class. The survey is designed to obtain information about what students gain from their courses. The data will be compiled on a statewide basis; no attempt will be made to identify any individual student or any individual class section.

We have selected a sample of course sections taken from your Fall, 1981 schedule of classes. These sections are listed along with the designated instructor on the enclosed CHECKLIST. It is essential that the instructor of each of the selected course sections distributes the student surveys in his or her class. If you know that a named section assigned to a <u>different</u> instructor, please give the survey form to that person.

Enclosed are the survey materials. An individual packet has been prepared for each class section. Each packet contains an instruction sheet for the faculty member, a set of student surveys, and an envelope addressed to you. Please distribute these packets personally. If it is too inconvenient to hand the material to the faculty members, you may put it in their mailbox. If you do, include a personal note with each packet urging that the surveys be distributed and completed in class and call the instructors to be sure they have received the packets. When the surveys are completed, the instructor will seal them in the envelope provided and return them to you either personally or via the campus mail.

As you receive the packets, check off the instructor's names on the CHECKLIST. When you receive all the packets containing the completed student survey forms, return the sealed envelopes to us. An address label is provided for this purpose. Try to get them all in the mail by December 1.

If you have any questions, please call us. Also, we will be pleased to get in touch with any faculty member who needs clarification on the purposes of the survey; let us know if instances arise where you feel this would be desirable. Thank you.

Cordially,

Randy Beckwith
Staff Associate

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CLASS CODE NUMBER

Instructions for Administering the Student Survey

Dear Colleague:

The enclosed surveys are part of a study being conducted by the Washington State Board for Community College Education and the Center for the Study of Community Colleges. The findings of this study will lead to better understanding about what students gain from their courses. Your class section noted on the envelope has been included in a random sample of all courses offered in Washington Community Colleges in Fall, 1981.

This packet includes survey forms which are to be completed by each student in this class section. Please have your students complete the survey form during the class period scheduled on November 18. However if that date is not convenient, please administer the surveys to the students in that class at its succeeding meeting. If you have any questions about this procedure, contact the campus facilitator.

Explain to the students that this survey is part of a larger study in which your college is participating. Note that their answers will be held in strict confidence; no attempt will be made to identify any individual student or class section.

A four-digit code number corresponding to the college and to the type of course (science, social science, business, humanities, etc.) has been assigned to your class. This code number has been entered on the top of this page.

Distribute the student surveys to all students present in your class with instructions that they are to complete the survey during the class period. Note that they must use a soft lead pencil. A few extra pencils are enclosed in the envelope for you to distribute to those students who may not have a pencil of their own.

Have the students enter the code number that has been assigned for this course in the space provided in the first question of the survey booklet. It may be useful for you to demonstrate on the chalkboard how that number fits in the coded spaces.

The survey should take between 10 and 15 minutes to complete. After the forms have been completed, place the surveys you collect from the students, along with any extra blank survey forms, in the envelope that is addressed to the campus facilitator on your campus. It is important that all these survey materials be returned whether or not the forms have been completed. If you cannot hand-deliver them or use the campus mail, send them to the Center via the Postal Service, and you will be reimbursed for the costs of the stamps.

Thank you very much for helping us with this important project. We appreciate your taking a few minutes of class time to enable your students to complete their surveys.

Cordially,

Arthur M. Cohen
President
Center for the Study of Community Colleges

APPENDIX C

COMMUNITY NON-CREDIT EDUCATIONAL ACTIVITIES
SURVEY INSTRUMENT

1. Please indicate which category best describe your organization. Check all that apply.

____City/State Agency

____Private Business/Industry

____K-12 School System

____Private Higher Education

____Public Higher Education

____Private Non-Profit Organization

____Public Media

____Other

2. Check all those programming areas that apply to your organization.

____Recreation/Athletic/Physical Fitness

____Social Service

____Cultural/Arts

____Professional or Pre-Professional Training

____Personal/Intellectual Stimulation

____Financial Planning/Consumer Education

____Avocational

____Vocational/Occupational training

3. Approximately what percentage of your total organizational effort is involved in presenting educational activities?

____0%

____10%

____25%

____50%

____75%

____100%

4. Of the areas listed below, which, if any, comprises 40% or more of your non-credit educational activities (check more than one if applicable).

____Recreational/Athletic/Physical Fitness

____Social Service

____Cultural/Arts

____Professional or Pre-Professional Training

____Personal/Intellectual Stimulation

____Financial Planning/Consumer Education

____Avocational

____Vocational/Occupational training

5. For which age range are your educational activities <u>primarily</u> designed?

____ (Ages 1-5)
____ (Ages 6-14)
____ (Ages 15-18)
____ (Ages 19-24)
____ (Ages 25-60)
____ (Over 60)
____ Does Not Apply

Community Non-Credit Educational Activities
Survey Instrument 3

5. Are your educational activities generally intended for

____members/employees only

____members/employees and guests

____members/employees and general public

____the general public

____other

____does not apply

6. Please estimate the total number of educational activities sponsored or offered by your organization during 1980.

____1-4

____5-12

____13-24

____25-48

____49-100

____101-240

____241-600

____more than 600

____does not apply

7. Would you say the number of your educational activities since 1980 is

____fairly stable

____decreasing somewhat

____decreasing markedly

____increasing somewhat

____increasing markedly

____does not apply

8. Please indicate the most frequent type(s) of educational activity offered by your organization.

____exhibition/performance

____workshop/seminar (2 hrs.-5 days--some participant/leader interaction)

____course (5-50 sessions of approximately 45 minutes or more, in lecture, discussion, or activity mode)

____lecture (30 minute-2 hour presentation--little or no active audience involvement)

____discussion (may have a leader but primary contributions come from group members)

____one-to-one sessions scheduled on a regular basis (such as private music lessions)

____other (describe)

____does not apply

DRAFT

9. Please indicate the fee per hour of instruction which most closely approximates your normal or average charge to participants (excluding special supplies and equipment usage fees).

____-0-(No charge)

____up to $1.00/hr

____$1.01 - 1.99

____$2.00 - 5.00

____$5.00 - 15.00

____$16.00 - $25.00

____$26.00 or more

____does not apply

10. One of our interests is to identify organizations offering educational activities in areas which correspond to the academic humanities. We can define the humanities as activities which utilize the study of any societies' culture, history, or artistic expressions to better define and understand the values of that culture and how they relate to our own cultural and personal values and life view. The areas listed below are some of the activities through which students might discover and explore such values. Please check any which your organization has offered in the past year. Under "other," list any activities not listed which you have offered and feel fit the above description.

____local history

____performance of dance or music

____art or craft exhibition

____study of other cultures or countries

____foreign language study

____history or appreciation of art, music, drama

____book discussion group

____classes in performance areas of music, drama, dance, art

____other

11. Approximately what percentage of your total educational activities (as outlined in question 6) do these humanities activities represent?

____very few

____few

____some

____many

____most

____all

12. Do you feel your educational activities overlap or compete for participants with BCC or other organizations on the Eastside?

____No

____If Yes, could you identify the group(s) you consider your major competitor(s)?

_____

_____

____Does not apply

13. Do you feel your educational activities overlap or compete for participants with BCC or other organizations based outside the Eastside communities?

____No

____If Yes, could you identify the group(s) you consider your major competitor(s)?

_____

_____

____ Does not apply

14. Has your group done any formal assessment of community needs in your area of service in the last three years?

____Yes, but the information is not available to others

____Yes, and we would be willing to share it

____No

15. Do you regularly work with any other community organization or group in planning or offering your educational activities. This could be a formal or informal process.

____Yes

____No

____Does not apply

_____ _____
Name Name

_____ _____
Name Name

16. Would you/your organization be interested in participating in a planning/advisory group to discuss educational program overlap and needs not being met?

____only for organizations with whom we compete in audience and type of service

____in a community-wide group which would cover a variety of educational services and audiences

____other (please describe)_____

____not interested

17. Which other organizations would you be most interested in including in an educational activities planning effort?

_____ _____
Name Name

_____ _____
Name Name

18. Do you know of any other organization or group which does not appear to be in our study that offers non-credit educational activities?

____No

____Yes

If Yes, could you provide the names and locations?

_____
Name Location

_____
Name Location

19. Would you like a copy of the results of this survey?

____Yes

____No

If Yes, to whom should it be mailed?

_____
Name

_____
Address

_____
City State Zip

APPENDIX D

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PROJECT REPORT #19: MORE ACTION ON ADVISORY COMMITTEES

Following is a report on workshop activities and meetings during October and November, 1981. Four campuses held workshops or meetings on forming and using lay advisory committees to the humanities. At all four, the Center's recently completed videotape on humanities advisory committees was shown. On the videotape, Allen Gates from Clark College, Polly Zanetta from Olympic College, and Dennis Peters and Louise Douglas from Shoreline College discuss their experiences in working with these groups and detail what they have found to be the benefits of establishing a community support group for the humanities. Committee members from Olympic and Shoreline provide additional information on the purposes of such groups and how they function.

On October 27, at Wenatchee Valley, Randy Beckwith met with humanities instructors at a session organized by Jim Flint. After viewing the videotape, those present expressed considerable interest in the idea. They also raised the following questions: would an advisory group conflict with some of the existing cultural organizations in the area; should members be selected by faculty or by the administration; and who should determine the committee's activities.

Responding to the above questions, Ms. Beckwith pointed out that in a number of other communities existing organizations were concerned with a single area, i.e. the symphony or visual art, but there was no group speaking on behalf of all the humanities. Faculty agreed that this was true in Wenatchee, and an umbrella support group for the humanities could be a valuable asset to the college. Ms. Beckwith noted that at other campuses the faculty had nominated individuals and then the official invitation had come from either the president or the dean. Regarding committee activities, she pointed out that those had been mutually arrived at through needs of the divisions and the interests of the committee members. At the conclusion of the meeting, those present decided to continue the discussion with other members of the Division and perhaps take the necessary steps towards forming a committee.

On October 29, at North Seattle Community College, Marie Rosenwasser, Humanities Division Chair, organized a workshop for members of the Division and interested administrators. The session was led by Randy Beckwith; Polly Zanetta, Humanities Division Chair at Olympia College; and Denzil Walters, Humanities Division Chair at Shoreline College.

To begin the session, Ms. Beckwith discussed the background on the lay advisory concept and then showed the videotape. Then Mr. Walters and Ms. Zanetta outlined the most recent activities undertaken by the committees at their colleges. Although they do not yet have any answers, Shoreline's council is grappling with the questions of what constitutes Shoreline's community and what the community thinks of the College and the Division. Council members are also sitting in with the faculty self-study committee on accreditation. In addition, one council member has recommended several books that integrate science with humanities content to be used in courses for nursing students. At Olympic College the committee is studying the best way to inform legislators about the importance of the humanities. The committee provided the impetus for the art department to offer a new course dealing with art in the commercial world. To demonstrate that values and issues are central to the humanities, the committee and the Division are sponsoring a debate between the American Civil Liberties Union and the Moral Majority at the college's Open House. In concluding this part of the workshop, Ms. Beckwith outlined the activities undertaken by the extant committees outside of Washington.

Marie Rosenwasser then called for a motion to endorse the establishment of a committee and to take the next steps in forming one. The motion was unanimously passed. Ms. Beckwith advised attendees to first discuss possible ways that a committee could help the Division and then think of potential members. A lively discussion followed and from it three broad purposes emerged--to serve as standard bearers and and lobbyists for the humanities both within and outside the college, to help faculty see themselves and their programs more clearly, and to bring new sources of information to the faculty.

Turning to the question of people to serve, Denzil Walters listed various characteristics that are desirable in members. Members should care about the state of the world and the state of the community; they should be willing to act as well as talk; some of them should be knowledgeable about the political process; and they should be people from whom faculty would be willing to take advice. Randy Beckwith discussed the type of members selected by other campuses and then workshop participants suggested a number of highly qualified potential members. The planning process will be continued by members of the Division at a meeting scheduled for mid-November.

Early in the quarter members of the Humanities Division at Fort Steilacoom expressed an interest in a humanities advisory committee. On November 3rd, William Krieger, Humanities Division Chair, arranged for faculty to meet with Randy Beckwith so that they could learn more about these committees and explore ways that Fort Steilacoom could utilize one. After viewing the videotape, those present discussed with Ms. Beckwith the ideas raised by the tape's panel members and then moved to the needs of their own Division. The consensus was that the Division could benefit by having a community support group and that another meeting will be scheduled on November 18th to allow more faculty to see the videotape and then initiate steps to form a committee.

On November 4th at Green River Community College, Randy Beckwith met with faculty from several divisions and administrators at a session organized by Nancy Moore, Humanities Division Chair. Ms. Beckwith first presented background information on the Washington Project and the Center's involvement in it. She then detailed the activities in which the committees outside of Washington are involved and showed the videotape. Those present were particularly interested in forming a committee to serve the English, Humanities, Performing Arts, and Social Science Divisions. Internal cooperation and planning amongst the members of these four divisions will have to preceed the formation of a committee; and Bruce Haulman, Associate Dean of Instruction, intends to work on this.

Thus,October and November saw the final editing and incorporation into workshops of the Center's videotape "Forming and Using Humanities Advisory Committees" plus considerable campus activity focused on committees. North Seattle Community College voted to establish an advisory committee. A faculty planning group at South Seattle Community College is working on the formation of a committee. The Humanities Division at Tacoma Community College followed-up on the September workshop by asking Dennis Peters and Council members from Shoreline College to speak on their experiences in working with and serving on a committee. After meeting with Center staff and viewing the videotape, faculty at three of the campuses have shown an interest in forming a committee. Finally, a manual for instructors and committee members, Advisory Committee to the Humanities: A Handbook, has been published and is available through ERIC as Topical Paper #74.

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These workshops are being conducted as part of "Revitalizing the Humanities in the Community College," a State Board for Community College Education Project funded by the National Endowment for the Humanities.

If you and your colleagues are interested in having a workshop on your campus or in using the videotape, please contact Randy Beckwith at the Center for the Study of Community Colleges, (213) 208-6088.

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PROJECT REPORT #20: ANOTHER ROUND OF WORKSHOPS ON ADVISORY COMMITTEES

Following is a report on workshop activities during January, 1982. Three campuses held workshops on forming and using lay advisory committees to the humanities. On January 14th at Spokane Community College, Randy Beckwith met with liberal arts instructors at a session organized by John Howlett. To begin, Ms. Beckwith discussed the background on the lay advisory concept and then showed the videotape. After seeing the videotape, those present were quite interested in the possibility of forming such a committee. They also raised the following questions: should a committee be formed for their own campus or should one committee serve both of the Spokane campuses; should forming a committee be a faculty project or the administration's; and how to select members who are not already heavily involved in the cultural activities of the community.

Responding to the above questions, Ms. Beckwith discussed the experience of the San Diego Community College District where a humanities lay advisory serves the four campuses. She noted that while the process of forming a multi-campus committee involved a great deal of planning and coordination, the experience in San Diego indicated that the results warranted the additional effort. Faculty agreed that the possibility of a humanities advisory committee for both campuses merited further discussion and exploration. Ms. Beckwith pointed out that at most campuses faculty had initiated the establishment of a humanities advisory committee, framed the purposes of the group, and nominated individuals to serve. However, they had obtained administrative support, and the official invitation to members had come from either the president or the dean. Concerning the selection of members, she explained that the type of members varied considerably and that generally individuals were pleased to be asked and were eager to contribute time and effort to bolster the humanities on the college's campus and in the community. Those present were eager to have others on campus view the videotape and read the Advisory Committee Handbook. They then plan to hold another meeting and continue the discussion.

On January 14th at Spokane Falls Community College Bryan West organized a workshop for faculty from several divisions and for interested administrators. Ms. Beckwith first presented background information on the Center's earlier research on humanities education in two-year colleges and the recommendations stemming from the research. Focusing on the recommendation which urged humanities divisions to follow the lead of occupational educators and form a community-based group to serve as program advocates both on and off campus, she discussed the humanities advisory committees that have been established outside of Washington. The process these campuses used in forming their committees, the type of members selected, and the various projects undertaken were outlined.

The videotape was then shown, and a discussion period followed. While faculty were uncertain as to the type of projects that a committee could undertake on behalf of the humanities at Spokane Falls, they clearly saw how beneficial an organized group of program advocates and spokespersons could be. Those present were quite interested in the idea of one committee for the two colleges and were eager to meet with their humanities counterparts from the other campus to pursue the possibility. At the conclusion of the meeting, faculty decided to continue the discussion with other members of their own divisions and to form a faculty subcommittee with representatives from Spokane to lay the preliminary groundwork towards forming a committee.

On January 19th at Columbia Basin College Molly Hungate organized a session for members of the Language Arts and Social Science Division. Following the format of other workshops, Randy Beckwith spoke on the rationale for establishing a humanities advisory committee and the way such committees function at different campuses. She emphasized the need for faculty involvement and administrative support in order to successfully organize a committee. She also underlined that the committee needs to undertake a project or activity on behalf of the division. All present received a copy of the Advisory Committee Handbook and were encouraged to contact the resource people for further information.

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These workshops are being conducted as part of "Revitalizing the Humanities in the Community College," a State Board for Community College Education Project funded by the National Endowment for the Humanities.

If you and your colleagues are interested in having a workshop on your campus or in using the videotape, please contact Randy Beckwith at the Center for the Study of Community Colleges, (213) 208-6088.

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PROJECT REPORT #22: HUMANITIES ADVISORY COMMITTEE UPDATE

Following is a report on meetings during February, 1982 and an update on humanities advisory committees in the state. On February 24th at Whatcom Community College, Randy Beckwith met with faculty from the humanities and social science areas and interested administrators at a session organized by Jean Carmean. To give some background on the humanities advisory concept, Ms. Beckwith first outlined earlier Center research and the recommendations stemming from that research. Then the videotape on which faculty, division chairs, and committee members from Clark, Olympic, and Shoreline discuss their experiences in working with and serving on these committees was shown. After the videotape, Ms. Beckwith highlighted the way campuses outside of Washington were using such committees and the projects these groups had undertaken. The concluding discussion centered on the possibility of forming an advisory committee for the liberal arts rather than one for the humanities. Expanding the scope of the committee would be more appropriate for a small college such as Whatcom.

After workshops had been held on their campuses in the fall, faculty planning committees at North Seattle, Tacoma, and South Seattle undertook the tasks necessary for establishing a humanities advisory group. Much of the preliminary work has now been completed. At North Seattle the Humanities Division recently endorsed the planning committee's list of 13 proposed members and formal invitations to join the Advisory Council for the Humanities will now be extended. Two members of the Division will sit on the Council--the chairperson, who will serve as secretary, and an elected faculty representative. The planning committee has also been working on background materials for the Council members. When completed these will include: a brief biography of each faculty member in the Division and of each Council member; an organizational description of the Division, the campus, and the district; an overview of the Division's students, special programs, projects, and grants; a discussion of how humanities advisory committees function at other colleges; and a list of possible Council activities. The first meeting, a dinner on campus on May 2, will combine social and informational activities.

Tacoma's steering committee has nominated 12 individuals from the community to serve on the Humanities Advisory Board. Their names have been submitted to the President, who will extend invitations to them in the near future. Frank Garratt, Humanities Division Chair, will serve as the college liaison, and there may also be a faculty representative. Two initial meetings are being planned for Spring Quarter. The first will be primarily social to allow the new members an opportunity to become acquainted with each other and with faculty and administrators; the second will be an informational business meeting.

South Seattle's planning committee has been soliciting nominations for Advisory Board members from faculty in the College Transfer Division. The nominees' names will then be sent to the President, the Dean, and the College Foundation for their input. Plans are to finalize the list of nominees and send out invitations by mid-April. A consultant from the Humanities Project Registry will help the planning group formulate guidelines and activities for the Advisory Board.

Preliminary planning is underway for two more advisory committees. The Humanities Division at Fort Steilacoom Community College has approved the idea, and a faculty committee has assumed the responsibility for the formation process. Administrators and faculty at both Spokane and Spokane Falls have approved the establishment of a humanities advisory committee. The intent is to form one committee to serve the two campuses by September.

Wenatchee Valley's newly-formed humanities advisory committee met for the first time on March 8th. This initial meeting was primarily informational with faculty presenting an overview of the humanities program. Members expressed an interest in becoming involved with Humanities Day, an event designed to provide high school students with an opportunity to explore what the college has to offer in the humanities.

A variety of activities have been undertaken by the three established advisory committees. Clark College's committee has concentrated on instituting a humanities honors option for highly motivated students and on organizing a community lecture series. Committee members are also soliciting funds to pay for speakers in the lecture series. At Olympic College the committee was instrumental in establishing a campus-wide calendar of events. On March 9th the Shoreline Humanities Advisory Council sponsored a forum on "Employment and the Liberal Arts." All students and faculty were invited to hear a manager from Boeing, a representative from Pacific Northwest Bell, a psychologist, and a vocational dean discuss how training in the liberal arts enhances employment opportunities. Council members are inviting groups of faculty from all the divisions into their homes for discussion evenings on topics of educational importance. Thus far these evenings have been intellectually stimulating and have promoted greater communication among faculty from different academic areas.

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The information was gained as part of "Revitalizing the Humanities in the Community College," a State Board for Community College Education project funded by the National Endowment for the Humanities.

APPENDIX E

CENTER FOR THE STUDY OF COMMUNITY COLLEGES
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Project Report #21: Humanities Courses Benefit Students

As a part of the Washington State Humanities Project the Center for the Study of Community Colleges conducted a student survey on all 27 college campuses during the seventh week of the Fall 1981 quarter. The survey was designed to learn what students gain from their courses in the humanities and other areas and from the college experience. A humanities course was defined as a course in the following disciplines: anthropology; art, music, theater history/appreciation; cultural geography; ESL; foreign language; history; humanities; literature; philosophy; and political science. Courses in all other disciplines were considered as non-humanities. The findings reported below are based on preliminary analyses of the responses from 6,162 students, 15% of whom were in humanities courses and the remainder in non-humanities courses.

Who are the students who have completed one or more humanities courses?

Males	- 73%
Females	- 69%
18-22 year olds	- 63%
23-29 year olds	- 80%
30-59 year olds	- 81%

Not surprisingly, the more college units completed, the larger the percentage of students who had taken a humanities course--97% of those who had completed 60 units compared to 37% of those who had completed up to 15 units. It is interesting to note that over a third of the students had taken at least one humanities course in their first fifteen units of college work. Regardless of their stated primary reason for attending college, a large percentage of students have completed a humanities course. Of those who are preparing for transfer to a four-year institution, 76% have taken a humanities class; of those who said they were preparing for a career, 65% have. Close to 75% of the students attending college to gain skills necessary for advancement in a career obtain a general education or to satisfy a personal interest had also taken a humanities course.

How do students who have taken a humanities course rate their abilities on different dimensions compared to those who have not taken a course?

On all dimensions more students who had taken a humanities course rated their abilities as excellent. The difference between the two groups was greatest for "read effectively" (36% vs. 26%) followed by "critically examine ideas" (21% vs. 12%). The smallest difference was on "appreciate music" (40% vs. 38%). However, it must be remembered that students who had taken humanities courses had also completed more college units and a number of them were older. Both of these factors would influence the rating of abilities.

The majority of students in both groups were confident of their abilities and rated themselves as "excellent" or "good" (see Table D). The notable exceptions were "speak in a language other than English" and for those who had not taken a humanities course "understand different cultures." Fewer than 10% of all students rated themselves as "poor" except on "speak in a language other than English (56% of humanities takers--70% of non-humanities takers), "appreciate theater and drama" (10% of humanities takers--11% of non humanities takers), and "understand different cultures" (10% of non-humanities takers).

Table 1

Percentage of Students Reporting
"Excellent" or "Good" Ability

	Taken 1 or more Humanities Courses		Not Taken a Humanities Course	
	Excellent	Good	Excellent	Good
Critically examine ideas	21	60	12	60
Speak in a language other than English	8	11	2	7
Appreciate art	24	40	18	41
Appreciate music	40	41	38	43
Appreciate theater and drama	21	39	15	37
Understand my culture and heritage	22	51	14	48
Use mathematics to solve problems	19	43	15	45
Understand different cultures	13	45	5	34
Read effectively	36	46	26	51
Write effectively	24	51	17	51
Express myself in speaking	23	49	16	51

How much progress have students made along broad educational goals?

On all but two of the goals the majority of the students felt that experiences in college have enabled them to make either some or a great deal of progress in different areas. Those two goals where a sizeable percentage reported no progress were "develop an understanding and enjoyment of art, music, and drama" and "understand the social implications of scientific developments". While the degree of progress is influenced by the total number of college units completed, it is also positively related to the number of humanities courses completed. Students who had taken two or more courses report more progress than those who had taken one course, and students who had taken one course report more progress than those who had not taken any humanities course (Table 2). Exceptions to this progression occur on "thinking critically" and "developing and understanding of art, music, drama."

Table 2

Percentage of Students Reporting
"Very Much" Progress
Based on Number of Humanities Courses Taken

	2 or more	1 course	0 courses
Learning on my own	50	48	40
Acquiring background for further education in some professional field	47	45	35
Becoming aware of different points of view	45	40	34
Understanding myself, my abilities, interests, and personality	44	41	35
Understanding and getting along with different kinds of people	43	40	39
Gaining a broad general education	43	25	24
Putting ideas together to see relationships, similarities, and differences	40	32	28
Developing my sense of values	36	31	28
Thinking critically	36	23	25
Expressing ideas effectively in writing	27	21	17
Understanding social issues	25	17	13
Understanding the social implications of scientific developments	23	18	12
Expressing ideas effectively in speaking	23	16	12
Developing an understanding and enjoyment of art, music, drama	16	7	7

Further analyses of the data are being conducted. A monograph on the findings will be written and distributed to each campus. A summary of the monograph and other reports based on the findings from the student survey will also be sent to you and others on your campus.

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The information was gained as part of "Revitalizing the Humanities in the Community College," a State Board Community College Education project funded by the National Endowment for the Humanities.

MEASURING THE BENEFITS OF LIBERAL ARTS EDUCATION

IN WASHINGTON'S COMMUNITY COLLEGES

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Assisting Agency:	Center for the Study of Community Colleges
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Granting Agency:	National Endowment for the Humanities Grant No. AS-00017-79-1409
Date:	April 15, 1982

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Measuring the Benefits of Liberal Arts Education in Washington's Community Colleges

What are the short and long-term benefits of taking courses in the liberal arts—that is the humanities, mathematics, sciences, and social sciences? Having such information is useful for responding to students who question the value of having to take liberal arts courses, who regard such requirements as unnecessary impediments to the attainment of their educational objectives. It can aid in countering the argument being advanced by numerous observers that community colleges should concentrate on career and compensatory education while the collegiate function should be maintained in senior institutions. And it can be used to address the charge that the quality of education provided in community college collegiate courses is inferior to that provided in similar courses offered in four-year colleges and universities.

When asked to document what students learn in liberal arts programs, community college leaders typically point to the desired outcomes of a general education, high enrollments in these courses, and the results of follow-up studies which show that most students are satisfied with their educational experiences in college. However, none of these responses provide information on what students have gained in their humanities, science, and social science courses. Nor is there much information on the relative merits for students in the various programs of taking or not taking courses in the liberal arts.

At a time when state legislators and coordinating boards are demanding accountability on one hand and are looking for ways to cut costs of higher education on the other, community college educators need information on the value of their programs. These data can be obtained in several ways: 1) from achievement tests given at the beginning and at the end of courses and programs of study; 2) from follow-up studies of former students; and 3) from student self-reports. The study reported here focused on the latter measure.

The study. In Fall 1981, the Center for the Study of Community Colleges (CSCC) conducted a survey of students enrolled in the 27 community colleges in the state of Washington. This study, sponsored by the National Endowment for the Humanities, was designed to obtain answers to such questions as:

Which courses do students complete?

What is the relationship between the types of courses students complete and the ratings of their educational abilities?

What is the relationship between the types of courses completed and student estimates of their educational progress?

What kinds of courses are completed by students with different educational objectives?

What reasons do students give for not enrolling in liberal arts courses?

Do the learning activities students participate in vary from one type of course to another?

Methodology. A sample of 25 percent of all class sections offered at 10 a.m. and 7 p.m. on Wednesday of the seventh week of the Fall 1981 term was drawn. Survey forms for the students in those classes were sent to their instructors who in turn were asked to distribute and retrieve them and return them to CSCC. Completed surveys were obtained from 6,162

students enrolled in 338 of the 363 classes (93% response rate) that were selected for participation in this study. The classes involved represent a cross section of the subject areas taught in 26 of the 27 Washington State community colleges. (The surveys that were filled out by students at Fort Steilacoom Community College were lost in the mail.)

In comparison to statewide figures for Fall 1981, students in this sample were younger. As illustrated in Table 1, the percentage of students who were enrolled full-time (10 or more hours) was much higher in the sample than it was for the state as a whole (78% vs. 44%). These discrepancies in age and enrollment status are due in part to the small number of surveys returned from non-credit and off-campus classes, areas where students are typically older and are enrolled on a part-time basis.

Questionnaire. The Student Survey contained 12 sets of items designed to elicit information on student background characteristics, self-ratings of abilities, types of college courses taken, types of learning activities participated in during a particular course, reasons students had for not enrolling in various types of liberal arts courses, and estimates of progress made toward each of 14 important general education objectives. A copy of the Student Survey is provided in Appendix A.

Comments on self-report data. The students' own judgments were used in ascertaining their abilities and estimates of their educational progress in college. For example, students were asked to rate the progress they made in college as either "very much," "some," "little," or "none." While these options are clearly different from one another, self-ratings or judgments of this kind are typically made with some reference group in mind. If community college faculty members are asked how well satisfied they are with their income, they do not use a reference group that ranges from a Rockefeller or a DuPont to a recipient of welfare; the reference group is most likely to be other academics or other professionals. So, too, if students are asked about their abilities, their reference group is most likely to be other students they know or their sense of their own skills.

How do students rate their abilities? The students were asked to rate their abilities in each of eleven areas. The response categories were "poor," "fair," "good," or "excellent." The percentage of students who rated their ability to perform a particular activity as either good or excellent are presented in Table 2. Here we find that students felt most confident in their ability to read (81%), write (73%), and speak (70%) effectively, appreciate music (80%), and critically examine ideas (79%). A smaller percentage felt confident in their ability to appreciate art (63%), theater and drama (57%), use mathematics to solve problems (61%), and understand different cultures (52%). Only 17 percent of the respondents felt confident in their ability to speak in a language other than English.

What is the relationship between time in college and student ratings of their skills? The data summarized in Table 3 show that, with the exception of

music appreciation, there was a positive relationship between the percentage of students who rated their skills as good or excellent and the number of college credits completed. Students who completed 16 to 30 units rated their abilities higher than those who had not completed their first college course. Students who completed over 60 units rated their skills higher than those who had completed 16 to 30 units.

As shown in Table 3, students who completed over 60 credits were much more likely than those just beginning college to rate their skills as good or excellent in critically examining ideas (87% vs. 70%), using mathematics to solve problems (68% vs. 56%), understanding different cultures (64% vs. 42%), reading effectively (87% vs. 74%), writing effectively (80% vs. 68%), and speaking effectively (76% vs. 64%). The differences between these two groups were much smaller with respect to speaking a foreign language (18% vs. 14%), and in appreciating art (66% vs. 61%), music (80% vs. 82%), and theater (61% vs. 54%). Such results are not surprising when considering that what students know is related to what they study, and most of the respondents in the sample had not completed courses in a foreign language, or in art, music, or theater appreciation.

What is the relationship between the types of courses students completed and the rating of their abilities? We would expect that students who completed a course in art appreciation would rate their ability to appreciate art higher than those who had not taken a course in that area. Similarly, it would be reasonable to expect that students who completed a course in mathematics would rate their ability to use mathematics to solve problems higher than those who had not taken a mathematics course in college. The relationship between student ratings of their skills and courses taken in each of 17 areas are, for the most part, in the expected direction. These results are reported in Table 4.

In order to present the data in a more parsimonious fashion, courses were grouped into the following six categories: (1) Business, (2) Occupational-Technical, (3) Humanities (art, music, theater, film history and appreciation, foreign languages, humanities, literature, philosophy), (4) Science (biological and physical), (5) Social Science (anthropology, economics, geography, history, political science, sociology), and (6) Mathematics/Computer Sciences. These categories were made to resemble the way in which courses were grouped in Washington's community colleges.

Students who had taken two or more courses in a certain subject area were compared with those who had not taken a course in that field in terms of their self-ratings. The differences in the percentage of students in these two groups who rated their skills as good or excellent are presented in Table 5.

As shown in Table 5, a greater percentage of students who had completed at least two courses in the humanities than those who had not taken a course in this area rated their skills as good or excellent in all of the competencies considered. These results were expected since most of the abilities listed in Table 5 are related to what is taught in humanities courses. The differences between those who had taken at least two courses in the humanities and those who had not completed courses in this area was greatest with respect to understanding different cultures (19%), understanding one's cultural heritage (12%), critically examining ideas (11%), appreciating and enjoying theater (11%) and art (10%), and writing effectively (10%). Although the differences in most instances were not as pronounced, students who had completed courses in two other areas of the liberal arts--social sciences and sciences--were more likely to rate their skills as good or excellent than those who had not taken courses in those fields.

With a few notable exceptions, namely using mathematics to solve problems and critically examining ideas, completion of courses in business and occupational-technical areas were not associated with as large an increase in the percentage of students who felt confident in their abilities than was found among those who had completed courses in the liberal arts areas. What these findings suggest is that many of the desired outcomes of general education are more likely to be obtained in humanities, social science, and science courses than in business and occupational-technology courses.

How much progress do students think they have made in college?

Students were asked to rate the amount of progress they had made at their college in each of 14 areas. The response categories were "None," "A Little," "Some," and "Very Much."

As shown in Table 6, the majority of students reported that they made some or very much progress in all but one of the 14 areas of attainment considered. The one exception was developing an understanding and enjoyment of art, music, and drama where 71 percent of the respondents indicated that they had made little or no progress. Areas in which students felt that they had made the most progress were learning on their own, acquiring background for further education in a professional field, becoming aware of different points of view, and self understanding. Areas in which more than one-third of the sample reported little or no progress included writing effectively (34%), understanding social issues (37%), speaking effectively (38%), understanding the social implications of scientific developments (47%), and developing an understanding and enjoyment of art, music, and drama (71%).

What is the relationship between time in college and student estimates of their educational progress? In most instances, the rise in the number of units students completed was accompanied by an increase in the percentage who reported that they made very much progress in developing their skills. For example, students who had completed 60 or more units were much more likely than those who had completed none to report very much progress in the following area: gaining background for further education (59% vs. 28%), gaining a broad general education (46% vs. 24%), thinking critically (43% vs. 23%), and putting ideas together (44% vs. 26%). The differences between these two groups were rather modest in four other areas: understanding social issues (24% vs. 15%), developing a sense of values (35% vs. 28%), developing an enjoyment of art, music, drama (16% vs. 10%), and understanding others (43% vs. 40%). This information is reported in Table 7.

What is the relationship between types of courses completed and student estimates of their educational progress? Students who had taken two or more courses in a certain subject were compared with those who had not taken a course in that area in terms of their estimates of progress in college. The differences in the percentage of students in these two groups who reported that they had made very much progress in developing their skills are shown in Table 8. Data on student estimates of their educational progress associated with participation in the various kinds of courses included in the study are provided in Table 9.

A greater percentage of students who had completed at least two courses in the humanities than those who had not taken a course in the humanities reported that they made very much progress in all of the areas of attainment. These results were expected since most of the benefits considered are desired outcomes of humanities education. Those who participated in humanities courses were more likely than those who did not to feel that they had made much progress in obtaining a broad general education, thinking critically, becoming aware of different points of view, understanding social issues, putting together ideas to see relationships, similarities and differences, writing and speaking effectively, understanding the societal implications of scientific developments, and developing an understanding of art, music, and drama.

With respect to the sciences and social sciences, a greater percentage of students who had taken those courses than those who had not taken those courses reported very much progress in gaining a broad general education, thinking critically, putting together ideas to see relationships, similarities, and differences, understanding the social implications of scientific issues, and, particularly in the social sciences, understanding social issues. On the other hand, there was little or no differences between those who had completed courses in the sciences or social sciences and those who had not in terms of the percentage who made very much progress in developing an understanding and enjoyment of art, music, drama, and understanding of others.

At the other end of the benefits continuum, the percentage of students who felt they made very much progress toward the attainment of most of the

educational outcomes did not increase as substantially for those who completed courses in business and occupational technology areas as it did for students who completed courses in areas of the liberal arts. These results suggest that enrollment in business or occupational courses does not contribute as much to student attainment of traditional general education objectives as participation in courses in the humanities, sciences, or social sciences.

Breadth of exposure to the curriculum and student attainment. In order to obtain a degree, students at most colleges are required to take courses from a number of curricular areas such as the humanities, sciences, social sciences, and mathematics. The rationale for instituting this distribution requirement is to promote the breadth of student competencies through exposing them to a wide range of subject areas. If this assumption is true, then we would predict that the greater the range of subject areas taken, the greater the breadth of student skills and competencies.

In order to examine the validity of the assumption, a Breadth Index was created. This was a measure within the liberal arts curriculum of the number of areas in which a student had taken courses. A score of four was assigned to those students who had completed courses in each of the following four areas: (1) the humanities, (2) sciences, (3) social sciences, and (4) mathematics. Students who had taken courses in all but one of these subject areas received a score of three, and so on. The information presented in Table 10 shows the percentage of students in each of the Breadth Index categories who rated their ability to do an activity as good or excellent.

In most instances, the increase in the number of liberal arts areas taken by students was accompanied by a rise in the percentage who rated their skills as good or excellent. In fact, for each of the eleven competencies considered, the percentage of students who felt confident in their skills was greatest among those who had received a score of four on the Breadth Index. Such

findings lend support to the assumption underlying general education distribution requirements--namely, the greater the breadth of exposure to the liberal arts, the greater the range of competencies developed.

Courses completed by students with different educational objectives. Since the mid 1960s, there has been a dramatic increase in the proportion of students attending community colleges to prepare for a career. This growth in occupational enrollments has been accompanied by mounting concern among educators that many of these students would take only those business and occupational courses they needed to gain employment and then leave college without having been exposed to the liberal arts. Defenders of occupational programs take issue with these assertions and note that, if anything, fewer students in liberal arts programs enroll in occupational courses than the reverse.

A great deal has been said and written about the need for occupational program students to take courses in the humanities as well as the other areas of the liberal arts. Much money has been spent in devising ways of incorporating humanities into occupational programs, yet little information is available on the actual extent to which students in occupational programs are exposed to the liberal arts. Nor are there much data available on what students in occupational programs gain and lose by taking courses in the liberal arts as opposed to taking a comparable number of courses in their occupational field. The information obtained in the survey provides some evidence on what courses students in occupational and transfer programs have taken and what benefits members of each group reported from their experiences in college.

Courses completed by students in transfer and in occupational programs. Students were asked to identify their primary reason for attending college. The response categories were: to prepare for a career; to prepare for transfer to a four-year college or university; to gain skills necessary for advancement

in a career; to obtain a general education; to satisfy a personal interest; and to develop basic learning skills.

The results reported in Table 11 are for career and transfer students who completed 16 or more college units. Here we find that those preparing to transfer (transfer students) were more likely than students preparing for a career (occupational students) to have completed courses in the humanities (92% vs. 79%), social sciences (92% vs. 77%), sciences (71% vs. 56%), and mathematics/computer sciences (79% vs. 74%). On the other hand, a greater percentage of occupational than transfer students had taken courses in business (63% vs. 53%) and in occupational-technological areas (60% vs. 36%).

A number of additional findings in Table 11 are particularly worth noting.

1. During their 16 plus hours of college, nearly all of the students in the two groups had taken at least one course in the liberal arts.

2. Forty-four percent of the students preparing for a career and 29 percent preparing to transfer had not taken a course in the biological or physical sciences as part of their first 16 plus hours of college.

3. Twenty-seven percent of the students preparing for a career and 21 percent of those attending college to prepare for transfer had not taken a course in mathematics or computer sciences. If mathematics and computer sciences were treated as separate categories, the percentage of students who had not taken courses in either of these areas undoubtedly would be substantially higher.

4. Just over one-half (51%) of the students attending college to prepare for a career had taken seven or more courses in the liberal arts while a substantial percentage of those attending to prepare for transfer had taken at

least one course in business (53%) and/or in an occupational-technology area (36%).

The information presented in Table 11 shows that students attending college to gain ether skills necessary for advancement in their career or to satisfy a personal interest were older and had completed a greater number of credits than those attending college to prepare for a career or for transfer. Over 70 percent of the students in the career advancement and personal development groups were 23 years of age or older, and close to one-half of them had completed over 60 units of college credit.

As shown in Table 11, over one-half of those attending college to gain skills to advance in their career and over 40 percent of the students taking classes for personal interest had scores of four on the Breadth Index, which means that they had completed courses in each of the liberal arts curricular areas. Without exception, students in these groups were above the sample average in terms of the number of courses completed in each of the subject areas considered. Hence, it would be misleading to characterize these students as having educational backgrounds that were primarily liberal arts, business, or occupational.

Estimates of educational progress made by career and transfer students. Differences in the kinds of courses taken by students preparing for transfer and those preparing for careers were reflected in the amount of progress each group felt it made in various achievement areas. These findings are reported in Table 12.

A greater percentage of transfer-oriented than career-oriented students reported that they had made much progress toward gaining a broad general education,

understanding and enjoying art, music and drama, expressing ideas effectively in writing, becoming aware of different points of view, understanding social issues, understanding the social implications of science, and thinking critically. The differences between the two groups were slight in the remaining six areas of attainment except in acquiring a background for further education in some professional field where a greater percentage of career than transfer program students felt they had made very much progress. As illustrated in Table 12, a greater percentage of transfer students than those in the other categories reported that they had made very much progress in nearly all areas of attainment.

Ratings of abilities by transfer and career program students. Transfer students were more likely than career-oriented students to rate their skills as good or excellent in nine of the eleven ability areas examined. However, in only four of these ability areas did the differences between these two groups exceed five percent. These were the abilities to examine ideas critically (82% vs. 76%), speak in a foregin language (20% vs. 13%), understand one's cultural heritage (74% vs. 66%), and understand different cultures (60% vs. 46%). These findings are depicted in Table 13.

Reasons students give for not enrolling in courses. Respondents to the survey were asked to indicate the most important reason they had for not enrolling in a particular type of course. The response categories were "not required for my program," "courses do not interest me," "too much required reading," and "too much required writing." The responses to this item given by those who had completed 16 or more credit hours are presented in Table 14.

The most frequently cited reason for not taking liberal arts courses was that it was not required. Not interested in the course was the second most common reason given for not having participated in liberal arts courses. Too much required reading was cited by about ten percent of the students as the major reason they had for not enrolling in courses in literature/humanities/philosophy

(13%), social/natural/biological/physical sciences (12%), and political science/history (9%). Less than ten percent of the respondents said that they did not enroll in one of the six subject areas considered because there was too much required writing.

Reasons given by students in career and transfer programs for not taking liberal arts courses. About twice as many students attending college to prepare for a career as those preparing to transfer indicated that "not being required for the major" was the primary reason they had for not participating in courses in literature/humanities, philosophy, mathematics, sciences/social sciences, and political science/history. Likewise, about 70 percent in each group noted that they did not particpate in art, music, theatre, or foreign language courses because the courses were not required.

It is important to note that a high percentage of those preparing to transfer noted that too much required reading or too much required writing was the primary reason they had for not taking courses in literature/humanities/ philosophy (32%), sciences/social sciences (29%), and political science/history (20%). It should also be pointed out that close to one-half of the transfer program students who had avoided mathematics and 40 percent of those who had not taken courses in the sciences or social sciences did so because they were not interested in those subjects. These findings are reported in Table 15.

Relationship between students ratings of their abilities and their experiences in college. Previous research has shown that there is a positive relationship between how students rate their skills and the types of courses they complete For example, students who rated their skills in reading as good were much more likely to have completed courses in literature and history than those who were not confident in their reading skills.

In this study we found that about 20 percent of the students who rated their skills in reading or writing as fair or poor cited too much required reading as the major reason they had for not participating in courses in literature/humanities/philosophy (22%), sciences/social sciences (20%), and political science/history (18%). In all instances those students who rated one of their skills as fair or poor were much more likely than those who rated the same skill as good or excellent to say they did not participate in a course in which that ability was required because they were not interested in the subject. For example, 51 percent of those students who rated their skills in the arts as poor compared to 14 percent who rated themselves as good said they did not participate in art-music-theater courses because they were not interested in those subjects. What such data suggest is that students tend to avoid classes in which they think they will not do well.

Why students enroll in courses. The survey was administered to students in courses during the seventh week of the term. Respondents were asked to identify the primary reason they had for enrolling in the particular course they were in when they were completing the survey. Students responses to this item for each of the subject area categories are presented in Table 16.

There was much variation in the reason students had for enrolling in different types of courses. For example, within the humanities, 35 percent of the students enrolled to fulfill a general education or distribution requirement, 18 percent did so because it was required for their major, and 26 percent did so for personal enrichment. Nevertheless, the majority of students in the various areas of the liberal arts were taking courses to fulfill a general education or major field requirement while the majority enrolled in business and occupational classes were doing so to develop job-related skills and to fulfill a major field

requirement.

Only a small percentage of the students cited counselor or faculty encouragement, student recommendations, or interesting course descriptions as the most important reason they had for enrolling in the particular course. One exception to this statement is composition where ten percent of the students said they had taken the course because a faculty member or counselor had encouraged them to do so.

Do the types of learning activities students participate in vary from one type of course to another? Students were asked to indicate whether or not they had engaged in each of thirteen course-related activities during the first seven weeks of the class they were in at the time of the survey. In other words, if students were completing the survey during their literature class, they were instructed to respond to the questions in terms of what they did in that particular literature class. The percentage of students who noted that they participated in each of the activities is presented in Table 17 for the total sample and Table 18 for students in each of the course classification categories. Responses for each type of course included in this study are presented in Table 19.

The thirteen activities listed in Table 17 were divided into three categories--writing activities, student-instructor contacts, and academic activities. There is obviously much overlap among these categories but they were created to facilitate the ease of presenting the data.

Writing activities. There was much variation among the courses in terms of how much effort students spent in writing. The percentage of students who reported that they spent at least five hours or more writing a paper for this class ranged from a high of 61 percent in composition classes to 38 percent in

the humanities and 32 percent in the social sciences to 24 percent in business, 22 percent in the occupational technologies, 19 percent in mathematics/computer sciences, and 17 percent in the sciences.

One-fourth of the sample reported that they had during the first seven weeks of their class developed a bibliography or set of references for a term paper or other class assignment. Once again, a greater percentage of the students in composition (42%), social sciences (35%), and humanities (31%) classes than those in the other academic areas participated in this activitiy. Only 13 percent of the respondents in the sample had asked the course instructor for help to improve their writing. This figure would have been even lower had it not been for the composition courses where 49 percent of the students said they had asked the instructor for help with their writing.

Student-instructor contacts. Eight out of ten participants (80%) in the survey reported that they received helpful feedback on class assignments, papers, and tests from their instructors. The provision of feedback to students was high in all of the course areas. A much smaller percentage of the sample said that they had met their instructor in his or her office (35%). Students in composition (54%) and occupational-technology courses (46%) were more likely to have visited with the instructor than those enrolled in the other course areas. About one-fourth of the respondents noted that they had discussed career plans and ambitions with their instructor (27%) and/or had discussed ideas for a term paper or class project with their instructors (25%). In comparison to the sample average, participants in occupational-technology classes were much more likely to have discussed career plans and ambitions with their instructors (47% vs. 27%) while those in composition classes were more likely to have discussed ideas for a term paper or project with their instructors (47% vs. 25%)

Cognitive activities. Over 30 percent of the students in the sample said they had thought about practical applications of class material (90%), tried to explain the course materials to another person (79%), tried to see how facts and figures fit together (73%), worked on an assignment where they had to incorporate ideas from the course (71%), and related course readings to their personal experiences (61%). These results indicate that students are being stimulated to engage in activities that draw upon high-level cognitive skills. As shown in Table 17, students were participating in high level learning activities in all areas of the curriculum.

Fifty-seven percent of the students said that they had thought about some of the political, religious, sociological, and/or economic meanings of something they read. Here students enrolled in social science (89%) and humanities (75%) classes were much more likely to have engaged in this intellectual activity than those in the other types of classes.

Summary and Conclusions

In the Fall of 1981 a survey was given to 6,162 students in the state of Washington's community colleges. The results are summarized below. When interpreting these results it is important to keep in mind that in comparison to the average for all community college students in Washington, the students in the sample were younger and were much more likely to have been enrolled on a full-time basis. Also, all the findings are based on students' self reports.

Student ratings of their skills. Students in the sample felt most confident in their ability to read, write, and speak effectively, appreciate music, and critically examine ideas. They were least confident in their ability to appreciate art, music and drama, understand different cultures, and speak in a language other than English.

The more college units students completed, the more likely they were to rate their skills as good or excellent. Student ratings of the competencies were related to the kind of courses they completed in college. For example, students who completed courses in the humanities were much more likely than those who did not complete courses in the humanities to rate their skills as good or excellent in all of the competency areas considered. This was in the expected direction since most of the competency areas in which students were asked to rate their skills correspond to the objectives of humanities education.

Student estimates of the progress they had made in college. The majority of students in the sample reported that they had made some or very much progress in all but one of the 14 areas of traditional general education objectives. The one exception was developing an understanding and enjoyment of art, music and drama, an area in which 71 percent of the respondents indicated that they had made little or no progress. Areas in which students felt they had made the

most progress were: learning on their own, acquiring background for further education in a professional field, becoming aware of different points of view, and understanding one's self. Among the areas in which more than one-third of the sample reported little or no progress included: writing effectively, speaking effectively, understanding social issues, and understanding the social implications of scientific developments.

In most instances, the rise in the number of college units completed was accompanied by an increase in the percentage who reported that they made very much progress in achieving important objectives of general education. There was a positive relationship between the types of courses students had completed and the amount of progress they reported in competency areas which those courses were designed to promote. To illustrate, a greater percentage of students who had completed at least two courses in the humanities than those who had not, felt that they had made very much progress in all of the areas of attainment. These results were expected since most of the benefits considered in this study are desired outcomes of humanities education. The results of this study suggest that enrollment in business or occupational courses does not contribute as much to student attainment of general educational outcomes as participation in courses in the humanities, sciences, or social sciences.

Breadth of exposure to the curriculum. Students who had completed one or more courses in each of four liberal arts areas--humanities, mathematics, sciences, and social sciences--were more likely than those who had taken courses in three or fewer of these distribution areas to rate a greater number of their skills as good or excellent and to report that they had made very much progress on a larger number of the measures of attainment. Such findings lend support to the assumption underlying general education distribution requirements--namely, the greater the breadth of exposure to the liberal arts, the greater the range of competencies developed.

Comparisons between students attending college to prepare for transfer and those attending college to prepare for a career. A greater percentage of transfer-than-career-oriented students had taken courses in the humanities, social sciences, sciences, and mathematics or computer sciences. On the other hand, a greater percentage of occupational than transfer program students had completed courses in business and in an occupational or technological area. Nevertheless, just over one-half of the students attending college to prepare for a career had taken seven or more courses in the liberal arts while a substantial percentage of those attending college to prepare for transfer had taken at least one course in business or in an occupational or technological area. In general, the differences in the kind of courses taken by students preparing for transfer and those preparing for careers were reflected in the amount of progress each group felt it had made in various achievement areas.

Reasons students gave for enrolling and for not enrolling in liberal arts courses. There was much variation in the reasons students had for enrolling in different kinds of courses. For example, within the humanities, 36 percent of the students enrolled to fulfill a general education or distribution requirement, 26 percent did so for personal enrichment, and 18 percent enrolled because it was required for their major. These percentages are similar to those reported by students in other areas of the curriculum. "Not required" was the most frequently cited reason for not taking courses in various liberal arts areas. "Not interested in the course" was the second most common reason for not having participated in liberal arts courses.

One in five students who rated their skills in reading or writing as fair or poor cited too much required reading as the principle reason they had for not participating in courses in literature, humanities, philosophy, sciences, social sciences, and history. In all instances, those students who rated one of

their skills as fair or poor were much more likely than those who rated the same skills as good or excellent to say they did not participate in a course in which that ability was required because they were not interested in the subject. Such data suggest that students tend to avoid courses in which they think they will not do well.

Activities in which students in different types of courses participate. Students enrolled in composition, humanities, and social sciences courses were more likely than those in other subject areas to have engaged in writing activities during the first seven weeks of the term. However, with the exception of composition, more than half the students in the remaining subject areas had not spent a total of five hours or more writing a paper for their class, developing a bibliography for a class assignment, or asking their instructor for help to improve their writing.

With respect to student-instructor contacts, eight out of ten participants in the survey reported that they received helpful feedback on class assignments. A much smaller percentage of the sample said that they had met their instructor in his or her office, discussed career plans and ambitions, or discussed ideas for a term paper or project.

A high percentage of the students in most of the subject areas noted that during the first seven weeks of the term they had thought about practical applications of class materials, tried to explain the course material to another person, tried to see how facts and figures fit together, worked on an assignment in which they had to incorporate ideas from the course, and related course readings to their personal experiences. Such findings indicated that students are being stimulated to engage in activities that draw upon high-level skills.

Importance of assessing the benefits of academic programs. During the next two decades, community college leaders will be faced with several changes in their environment: (1) a 25 percent decline in the traditional 18 to 22

year old college population; (2) an increase in the competition for high school graduates by four-year colleges and universities, the military, proprietary schools, and business and industry; and (3) efforts by state policy makers to cut costs in higher education through elimination of marginal programs and reducation of duplication among the segments of postsecondary education. These changes have important implications for the future of community college academic degree programs.

Community colleges in most states are likely to face increased competition from other institutions, particularly for full-time academic transfer students. In order for the academic programs to remain competitive, community college educators will have to provide evidence that their programs are as good or better than comparable ones offered by other postsecondary institutions.

Competition for enrollments within community colleges will also intensify during the 1980s. In order to attract sufficient enrollments and resources, liberal arts educators will have to document the value of their courses to students, faculty in the occupational and technological programs, administrators, and college trustees. This can best be achieved by documenting the knowledge and skills students acquire in their courses and by demonstrating the demand for these skills.

Community college academic programs are often evaluated according to the number of degrees conferred and the number of students transferred. This is unfortunate since in a given year, less than five percent of the students enrolled in community colleges obtain an associate degree and transfer to a four-year college or university. Operators of the collegiate programs will need to document the contribution of their courses to students

in the various college constituency groups, irrespective of whether they obtain associate degrees or not.

Conclusion. One of the primary purposes of this project was to examine the value of community college liberal arts programs. The results of this study showed that a high percentage of students in Washington's community colleges career, transfer, and personal enrichment programs participated in and benefitted from liberal arts courses. Traditional college courses should be maintained in community colleges since they promote the attainment of desired goals of general education such as gaining a broad general education, developing an understanding and enjoyment of art, music, drama, writing clearly and effectively, becoming aware of different points of view, and developing the ability to think analytically and logically.

TABLE 1

COMPARISON OF SAMPLE WITH
STATE FIGURES FOR FALL, 1981

	SAMPLE		STATE
SEX			
MALE	46%		45%
FEMALE	54%		53%
AGE			
17-22	53%	(17-20)	42%
23-29	22%	(21-29)	34%
30 AND OVER	25%		24%
ENROLLMENT STATUS			
PART-TIME (0-9 UNITS)	22%		56%
FULL-TIME (10 OR MORE UNITS)	78%		44%

TABLE 2

STUDENT RATINGS OF THEIR ABILITIES
WASHINGTON (N=6,162)

	EXCELLENT/ GOOD	FAIR/ POOR
READ EFFECTIVELY	81%	19%
APPRECIATE MUSIC	80%	20%
CRITICALLY EXAMINE IDEAS	79%	21%
WRITE EFFECTIVELY	73%	27%
SPEAK EFFECTIVELY	70%	30%
UNDERSTAND CULTURAL HERITAGE	69%	31%
APPRECIATE ART	63%	37%
USE MATHEMATICS TO SOLVE PROBLEMS	61%	39%
APPRECIATE THEATER AND DRAMA	57%	43%
UNDERSTAND DIFFERENT CULTURES	52%	48%
SPEAK IN A LANGUAGE OTHER THAN ENGLISH	17%	83%

TABLE 3

PERCENTAGE OF STUDENTS WHO RATED THEIR SKILLS
AS "GOOD" OR "EXCELLENT" BY
NUMBER OF UNITS COMPLETED

	Number of Quarter Hours Completed				
Abilities	0 (N=1,351)	1-15 (N=919)	16-30 (N=763)	31-60 (N=1,500)	61- (N=1,563
Critically examine ideas	70%	74%	77%	81%	87%
Speak in a foreign language	14%	16%	17%	18%	18%
Appreciate art	61%	63%	61%	62%	66%
Appreciate music	82%	79%	80%	81%	80%
Appreciate Theater and drama	54%	59%	54%	56%	61%
Understand cultural heritage	65%	67%	69%	73%	73%
Use mathematics to solve problems	56%	55%	60%	62%	68%
Understand different cultures	42%	46%	52%	53%	64%
Read effectively	74%	79%	81%	83%	87%
Write effectively	68%	70%	69%	75%	80%
Express myself when speaking	64%	71%	69%	71%	76%

Table 4

Percentage of Students Who Rated Their Skills as "Good" or "Excellent" by Types of Courses Completed
(N=6,126)

	Critically Examine Ideas	Speak A Foreign Language	Appreciate Art	Appreciate Music	Appreciate Theater and Drama	Learn on Own
Anthropology						
No course	77%	15%	61%	80%	56%	46%
One or more courses	88%	18%	73%	83%	66%	52%
Art History/Appreciation						
No course	76%	15%	58%	80%	55%	45%
One or more courses	85%	19%	78%	84%	64%	53%
Biological/Physical Sciences						
No course	74%	16%	61%	80%	54%	44%
One or more courses	85%	16%	66%	81%	61%	51%
Business						
No course	76%	16%	64%	81%	56%	44%
One or more courses	82%	16%	61%	80%	60%	51%
Cultural Geography						
No course	77%	15%	62%	80%	56%	46%
One or more courses	86%	21%	70%	84%	65%	57%
ESL						
No course	79%	12%	63%	81%	58%	47%
One or more courses	75%	40%	61%	76%	51%	52%
Foreign Language						
No course	77%	11%	61%	80%	55%	46%
One or more courses	84%	34%	68%	81%	64%	53%
History						
No course	75%	15%	60%	80%	54%	45%
One or more courses	85%	18%	67%	82%	63%	51%
Humanities						
No course	73%	15%	59%	80%	52%	43%
One or more courses	84%	17%	67%	81%	63%	51%
Literature						
No course	74%	16%	59%	80%	53%	45%
One or more courses	86%	16%	69%	82%	66%	51%
Math/Computer Sciences						
No course	74%	15%	64%	82%	58%	42%
One or more courses	83%	18%	62%	79%	57%	52%
Music History-Appreciation						
No course	78%	15%	60%	79%	55%	46%
One or more courses	83%	21%	74%	87%	67%	51%
Occupational-Tech.						
No course	75%	17%	62%	81%	57%	44%
One or more courses	85%	14%	64%	80%	58%	52%
Philosophy-Ethics						
No course	76%	15%	61%	80%	55%	46%
One or more courses	88%	18%	69%	82%	66%	51%
Political Science						
No course	77%	15%	62%	81%	56%	46%
One or more courses	86%	17%	64%	78%	62%	51%
Social Science						
No course	73%	15%	61%	81%	54%	44%
One or more courses	84%	16%	64%	80%	60%	50%
Theater/Film History-Appreciation						
No course	78%	15%	61%	80%	54%	46%
One or more courses	86%	18%	76%	87%	80%	53%

Table 4 (cont'd.)

	Speak Effectively	Write Effectively	Become Aware of Different Viewpoints	Develop Sense of Values	Understand Social Issues	Understand Scientific Developments
Anthropology						
No course	18%	22%	40%	32%	19%	18%
One or more courses	25%	31%	49%	38%	31%	30%
Art History/Appreciation						
No course	17%	22%	40%	32%	19%	18%
One or more courses	27%	28%	47%	37%	25%	25%
Biological/Physical Sciences						
No course	16%	21%	38%	32%	18%	14%
One or more courses	23%	27%	46%	35%	24%	27%
Business						
No course	17%	23%	39%	32%	19%	20%
One or more courses	22%	25%	44%	35%	23%	20%
Cultural Geography						
No course	18%	23%	41%	33%	19%	18%
One or more courses	29%	30%	48%	37%	31%	29%
ESL						
No course	18%	23%	42%	32%	20%	20%
One or more courses	24%	25%	40%	38%	24%	20%
Foreign Language						
No course	18%	23%	41%	33%	20%	18%
One or more courses	24%	25%	40%	38%	24%	20%
History						
No course	17%	21%	39%	32%	17%	17%
One or more courses	25%	28%	46%	35%	28%	25%
Humanities						
No course	14%	18%	36%	30%	16%	15%
One or more courses	25%	29%	48%	37%	26%	25%
Literature						
No course	16%	20%	38%	31%	18%	16%
One or more courses	24%	30%	48%	36%	25%	25%
Math/Computer Sciences						
No course	17%	22%	39%	32%	19%	15%
One or more courses	21%	25%	44%	34%	22%	23%
Music						
No course	17%	22%	40%	32%	19%	19%
One or more courses	28%	29%	48%	39%	28%	24%
Occupational-Tech.						
No course	17%	22%	40%	32%	20%	17%
One or more courses	23%	26%	44%	34%	22%	24%
Philosophy-Ethics						
No course	17%	22%	40%	32%	19%	18%
One or more courses	26%	29%	48%	36%	28%	27%
Political Science						
No course	18%	23%	40%	33%	18%	18%
One or more courses	26%	27%	47%	34%	31%	26%
Social Science						
No course	15%	19%	36%	30%	15%	15%
One or more courses	23%	27%	46%	36%	26%	23%
Theater/Film History-Appreciation						
No course	18%	22%	40%	32%	20%	19%
One or more courses	31%	37%	51%	39%	29%	28%

Table 5

Percentage of Students Who Rated Skill As "Good" or "Excellent" by Number of Courses Completed In a Subject Area (N=6,126)

Number of Courses	Humanities	Social Sciences	Sciences	Math/ Comp. Sci.	Business	Occupational-Technical
Critically Examine Ideas						
0	72%	72%	74%	74%	76%	75%
1	74%	77%	81%	79%	81%	80%
2 or more	83%	83%	88%	85%	83%	87%
Speak Foreign Language						
0	12%	14%	16%	15%	16%	17%
1	14%	14%	15%	15%	17%	15%
2 or more	20%	19%	17%	19%	15%	14%
Appreciate Art						
0	57%	61%	61%	64%	64%	62%
1	57%	61%	63%	64%	62%	64%
2 or more	67%	65%	68%	61%	61%	65%
Appreciate Music						
0	80%	81%	80%	82%	81%	81%
1	74%	79%	80%	79%	80%	79%
2 or more	82%	80%	82%	79%	80%	80%
Understand Cultural Heritage						
0	62%	64%	66%	68%	68%	68%
1	69%	64%	75%	72%	72%	72%
2 or more	74%	75%	73%	71%	71%	71%
Use Math to Solve Problems						
0	60%	60%	58%	50%	58%	57%
1	63%	65%	61%	57%	62%	62%
2 or more	61%	61%	67%	79%	67%	71%
Understand Different Cultures						
0	41%	40%	45%	46%	50%	50%
1	46%	46%	57%	54%	54%	54%
2 or more	60%	61%	62%	58%	54%	55%
Read Effectively						
0	76%	76%	77%	79%	79%	80%
1	79%	78%	85%	83%	81%	79%
2 or more	84%	85%	88%	84%	85%	85%
Write Effectively						
0	67%	67%	69%	71%	71%	72%
1	73%	71%	77%	77%	73%	72%
2 or more	77%	78%	82%	74%	79%	76%
Speak Effectively						
0	66%	66%	67%	69%	68%	70%
1	68%	68%	74%	73%	73%	69%
2 or more	74%	74%	77%	72%	75%	74%
Appreciate Theater						
0	51%	53%	54%	58%	56%	57%
1	49%	52%	57%	58%	59%	57%
2 or more	62%	61%	64%	56%	60%	58%

TABLE 6

IN THINKING ABOUT YOUR EXPERIENCES AT THIS COLLEGE,
HOW MUCH PROGRESS HAVE YOU MADE IN EACH OF THE FOLLOWING AREAS?
N=6,126

	VERY MUCH	SOME	LITTLE/NONE
LEARN ON OWN	47%	41%	11%
AQUIRING BACKGROUND FOR FURTHER EDUCATION IN A PROFESSIONAL FIELD	43%	41%	16%
UNDERSTAND DIFFERENT KINDS OF PEOPLE	42%	41%	17%
UNDERSTAND MYSELF--ABILITIES, INTERESTS, PERSONALITY	41%	41%	19%
BECOME AWARE OF DIFFERENT POINTS OF VIEW	41%	41%	18%
PUT IDEAS TOGETHER TO SEE RELATIONSHIPS	36%	45%	20%
GAIN A BROAD GENERAL EDUCATION	36%	45%	20%
DEVELOP SENSE OF VALUES	33%	39%	28%
THINK CRITICALLY	32%	48%	20%
WRITE EFFECTIVELY	24%	42%	34%
UNDERSTAND SOCIAL ISSUES	21%	42%	37%
UNDERSTAND SOCIAL IMPLICATIONS OF SCIENTIFIC DEVELOPMENTS	20%	34%	47%
SPEAK EFFECTIVELY	19%	43%	38%
DEVELOP UNDERSTANDING AND ENJOYMENT OF ART, MUSIC, DRAMA	12%	17%	71%

TABLE 7

PERCENTAGE OF STUDENTS WHO REPORTED THAT THEY MADE VERY MUCH PROGRESS TOWARD ACHIEVING DESIRED EDUCATIONAL OBJECTIVES

	Number of Quarter Hours Completed				
Benefit Area	0 (N=1,351)	1-15 (N=919)	16-30 (N=763)	31-60 (N=1,500)	61+ (N=1,563)
Background for further education	28%	33%	41%	49%	59%
Broad general education	24%	25%	30%	47%	46%
Enjoyment of Art, Music, Drama	10%	9%	12%	14%	16%
Self Understanding	34%	37%	39%	46%	46%
Understand others	40%	39%	39%	46%	43%
Think critically	23%	26%	28%	35%	43%
Put ideas together	26%	32%	34%	39%	44%
Learn on their own	39%	45%	47%	50%	53%
Express ideas effectively in speaking	11%	16%	19%	23%	25%
Express ideas effectively in writing	19%	19%	22%	27%	29%
Become aware of different points of view	34%	37%	39%	49%	45%
Develop sense of values	28%	31%	32%	38%	35%
Understand social issues	15%	16%	19%	27%	24%
Understand social implications of scientific development	12%	16%	19%	23%	26%

Table 8
Percentage of Students Who Reported "Very Much" Progress
By Number of Courses Completed in a Subject Area
(N=6,126)

Number of Courses	Humanities	Social Sciences	Sciences	Business	Occupational-Technical
Background for further education					
0	35%	36%	38%	39%	36%
1	45%	47%	47%	42%	47%
2 or more	48%	47%	53%	54%	62%
Broad General Education					
0	24%	23%	30%	33%	34%
1	30%	33%	46%	39%	40%
2 or more	44%	45%	44%	42%	39%
Enjoyment of Art, Music, Drama					
0	7%	10%	11%	14%	12%
1	7%	12%	14%	13%	13%
2 or more	17%	14%	14%	9%	12%
Self Understanding					
0	35%	36%	39%	40%	39%
1	41%	40%	42%	39%	40%
2 or more	44%	44%	45%	44%	45%
Understanding Others					
0	39%	40%	42%	42%	42%
1	42%	43%	43%	40%	41%
2 or more	43%	42%	41%	43%	44%
Critical Thinking					
0	24%	25%	27%	30%	28%
1	27%	30%	35%	32%	30%
2 or more	37%	37%	41%	36%	41%
Put Ideas Together					
0	28%	28%	32%	34%	32%
1	36%	37%	40%	35%	37%
2 or more	40%	40%	43%	40%	44%
Learn on Their Own					
0	41%	42%	44%	44%	44%
1	49%	50%	48%	49%	47%
2 or more	51%	50%	53%	52%	55%
Speak Effectively					
0	13%	13%	16%	17%	17%
1	17%	17%	23%	21%	22%
2 or more	23%	24%	24%	23%	24%
Write Effectively					
0	17%	19%	21%	23%	22%
1	21%	21%	28%	24%	25%
2 or more	28%	27%	27%	26%	26%
Become Aware of Different Viewpoints					
0	33%	35%	38%	39%	40%
1	43%	41%	46%	40%	44%
2 or more	46%	46%	45%	46%	44%
Develop Sense of Values					
0	28%	29%	32%	32%	32%
1	34%	35%	35%	32%	33%
2 or more	36%	36%	34%	36%	35%
Understand Social Issues					
0	13%	13%	18%	19%	20%
1	20%	18%	25%	23%	21%
2 or more	25%	27%	23%	23%	22%
Understand Scientific Developments					
0	13%	13%	14%	20%	17%
1	18%	21%	22%	21%	20%
2 or more	24%	24%	30%	19%	25%

Table 9

Percentage of Students Who Reported That They Made "Very Much" Progress Toward Achieving Desired Education Objectives (N=6,126)

	Background For Further Education	Gains Broad General Education	Understand Art, Music, Theater	Self-Understanding	Understand Others	Critical Thinking
Anthropology						
No course	43%	35%	12%	46%	42%	30%
One or more courses	49%	47%	17%	44%	42%	42%
Art History/Appreciation						
No course	41%	33%	8%	39%	41%	29%
One or more courses	51%	46%	26%	47%	45%	41%
Biological/Physical Sciences						
No course	38%	30%	11%	39%	42%	27%
One or more courses	51%	45%	14%	44%	42%	38%
Business						
No course	39%	33%	14%	40%	42%	30%
One or more courses	50%	41%	11%	42%	42%	34%
Cultural Geography						
No course	43%	35%	12%	40%	41%	30%
One or more courses	51%	46%	16%	46%	46%	42%
ESL						
No course	44%	36%	12%	41%	41%	32%
One or more courses	40%	39%	14%	43%	49%	30%
Foreign Language						
No course	43%	34%	12%	40%	42%	30%
One or more courses	47%	44%	15%	44%	42%	38%
History						
No course	42%	31%	10%	39%	41%	28%
One or more courses	47%	47%	16%	45%	44%	39%
Humanities						
No course	38%	27%	9%	37%	40%	26%
One or more courses	49%	46%	16%	45%	44%	38%
Literature						
No course	39%	31%	10%	38%	41%	27%
One or more courses	51%	46%	16%	45%	44%	39%
Math/Computer Sciences						
No course	36%	30%	13%	39%	43%	28%
One or more courses	50%	42%	12%	42%	41%	36%
Music History-Appreciation						
No course	43%	34%	9%	39%	41%	30%
One or more courses	48%	48%	28%	48%	46%	39%
Occupational						
No course	36%	34%	12%	39%	42%	28%
One or more courses	58%	39%	12%	43%	43%	38%
Philosophy-Ethics						
No course	42%	34%	11%	40%	42%	29%
One or more courses	51%	46%	17%	45%	42%	42%
Political Science						
No course	42%	34%	12%	41%	42%	30%
One or more courses	49%	45%	14%	42%	43%	41%
Social Sciences						
No course	36%	25%	11%	37%	41%	26%
One or more courses	50%	46%	14%	44%	43%	36%
Theater/Film History-Appreciation						
No course	43%	35%	10%	40%	41%	31%
One or more courses	51%	50%	28%	47%	50%	42%

Table 9 (cont'd.)

	Put Ideas Together	Understand Cultural Heritage	Use Math To Solve Problems	Understand Different Cultures	Read Effect-ively	Write Effect-ively	Speak Effect-ively
Anthropology							
No course	34%	68%	62%	48%	80%	72%	70%
One or more courses	45%	79%	61%	73%	89%	84%	80%
Art History/Appreciation							
No course	34%	67%	62%	48%	80%	72%	69%
One or more courses	43%	76%	60%	65%	85%	79%	76%
Biological/Physical Sciences							
No course	32%	66%	58%	45%	77%	69%	67%
One or more courses	42%	74%	65%	60%	87%	80%	76%
Business							
No course	34%	68%	58%	50%	79%	71%	68%
One or more courses	38%	71%	65%	54%	83%	77%	74%
Cultural Geography							
No course	35%	68%	61%	48%	80%	72%	70%
One or more courses	44%	81%	66%	73%	87%	81%	78%
ESL							
No course	36%	69%	61%	51%	82%	75%	72%
One or more courses	36%	74%	63%	56%	73%	66%	65%
Foreign Language							
No course	35%	68%	61%	48%	80%	72%	70%
One or more courses	41%	76%	63%	67%	86%	79%	75%
History							
No course	33%	65%	62%	45%	78%	70%	68%
One or more courses	42%	78%	61%	65%	87%	80%	77%
Humanities							
No course	30%	65%	60%	43%	76%	68%	66%
One or more courses	42%	75%	62%	61%	86%	79%	76%
Literature							
No course	32%	66%	60%	46%	78%	68%	67%
One or more courses	42%	75%	63%	62%	88%	82%	78%
Math/Computer Sciences							
No course	32%	68%	50%	46%	79%	71%	69%
One or more courses	39%	71%	71%	56%	83%	75%	72%
Music History-Appreciation							
No course	35%	68%	62%	49%	80%	73%	69%
One or more courses	40%	75%	60%	62%	85%	78%	79%
Occupational							
No course	32%	68%	57%	50%	80%	72%	70%
One or more courses	42%	71%	68%	55%	83%	75%	73%
Philosophy-Ethics							
No course	34%	67%	61%	48%	80%	72%	69%
One or more courses	44%	78%	63%	67%	87%	81%	79%
Political Science							
No course	34%	68%	62%	48%	80%	72%	69%
One or more courses	45%	78%	61%	66%	86%	80%	78%
Social Sciences							
No course	30%	65%	60%	43%	77%	67%	67%
One or more courses	41%	73%	63%	59%	85%	79%	74%
Theater/Film History-Appreciation							
No course	35%	68%	62%	50%	81%	73%	70%
One or more course	45%	78%	59%	64%	86%	81%	81%

TABLE 10

RELATIONSHIP BETWEEN SCORES ON THE BREADTH INDEX AND THE PERCENTAGE OF STUDENTS WHO RATED THEIR ABILITIES AS GOOD OR EXCELLENT

(N=3,937)

SKILL AREA	BREADTH INDEX SCORE*			
	1	2	3	4
READ EFFECTIVELY	71%	80%	84%	86%
APPRECIATE MUSIC	76%	81%	81%	82%
CRITICALLY EXAMINE IDEAS	72%	80%	81%	86%
WRITE EFFECTIVELY	58%	72%	77%	79%
SPEAK EFFECTIVELY	59%	72%	71%	76%
UNDERSTAND ONE'S CULTURAL HERITAGE	59%	68%	73%	75%
APPRECIATE ART	57%	63%	60%	67%
USE MATHEMATICS TO SOLVE PROBLEMS	62%	57%	59%	70%
UNDERSTAND DIFFERENT CULTURES	35%	50%	55%	64%
SPEAK IN A LANGUAGE OTHER THAN ENGLISH	16%	18%	15%	19%

* A SCORE OF FOUR ON THE BREADTH INDEX WAS ASSIGNED TO THOSE STUDENTS WHO HAD COMPLETED COURSES IN EACH OF THE FOLLOWING AREAS: HUMANITIES, SCIENCES, SOCIAL SCIENCES, AND MATHEMATICS. STUDENTS WHO HAD TAKEN COURSES IN THREE OF THESE SUBJECT AREAS WERE ASSIGNED A SCORE OF THREE, AND SO ON

TABLE 11

PERCENTAGE OF STUDENTS WHO HAVE COMPLETED ONE OR MORE COURSES IN A SUBJECT AREA BY PRIMARY REASON FOR ATTENDING COLLEGE*

(N=3,937)

	Prepare for career	Prepare for transfer	Gain skills necessary to advance in career	Personal enrichment
Subject Area				
Humanities	79%	92%	84%	91%
Mathematics/Computer sciences	73%	79%	76%	74%
Social sciences	77%	92%	84%	91%
Sciences	56%	71%	61%	76%
Business	63%	53%	84%	68%
Occupational-Technological	60%	36%	64%	61%
Number of Liberal Arts courses completed				
1-6	44%	23%	34%	23%
7 or more	51%	77%	62%	76%
Score on Breadth Index				
4	40%	54%	51%	59%
3	31%	33%	23%	24%
2	16%	10%	15%	10%
1	10%	2%	7%	6%

*Only those students who completed 16 or more college units were included in this analysis

The liberal arts category consisted of courses in the humanities, mathematics/computer sciences, social sciences, and sciences

The breadth index scores correspond to the number of liberal arts categories in which students completed a course

TABLE 12

PERCENTAGE OF STUDENTS WHO REPORTED THAT THEY MADE VERY MUCH PROGRESS TOWARD ACHIEVING DESIRED EDUCATIONAL OBJECTIVES BY PRIMARY REASON FOR ATTENDING COLLEGE

	Primary Reason for Attending College			
	Prepare for Career (N=1,406)	Prepare for Transfer (N=1,287)	Advance in Career (N=572)	Personal Enrichment (N=265)
Background for further education in professional field	49%	41%	49%	29%
Learn on their own	50%	48%	49%	37%
Self understanding	43%	42%	40%	36%
Understand others	45%	42%	37%	29%
Become aware of different viewpoints	41%	47%	38%	32%
Put ideas together	36%	38%	37%	28%
Develop sense of values	35%	35%	31%	23%
Gain a broad general education	30%	46%	32%	29%
Think critically	31%	36%	34%	30%
Write effectively	21%	29%	22%	15%
Understand social issues	18%	25%	20%	15%
Speak effectively	18%	22%	22%	15%
Understand scientific developments	18%	24%	18%	15%
Enjoyment of art, music, drama	10%	15%	9%	17%

TABLE 13

PERCENTAGE OF STUDENTS WHO RATED SKILL
AS "GOOD" OR "EXCELLENT" BY PRIMARY REASON
FOR ATTENDING COLLEGE

	Prepare for Career (N=3,258)	Prepare for Transfer (N=2,070)	Advance in Career (N=855)	Personal Enrichment (N=451)
Read effectively	81%	83%	80%	82%
Appreciate music	82%	80%	81%	80%
Critically examine ideas	76%	82%	79%	82%
Write effectively	73%	76%	73%	72%
Speak effectively	71%	72%	70%	69%
Understand cultural heritage	66%	74%	72%	69%
Appreciate art	62%	63%	63%	66%
Use mathematics to solve problems	60%	64%	65%	55%
Appreciate theater and drama	57%	57%	56%	59%
Understand different cultures	46%	60%	41%	52%
Speak in a language other than English	13%	20%	15%	13%

TABLE 14

REASONS STUDENTS GAVE FOR NOT TAKING COURSES*

	Not Required	Not Interested	Too Much Reading	Too Much Writing
Art/Music/Theater	68%	30%	1%	1%
Foreign Languages	63%	31%	4%	1%
Literature/Humanities/Philosophy	51%	30%	13%	5%
Political Science/History	57%	32%	9%	2%
Sciences	54%	31%	12%	3%
Mathematics	49%	46%	5%	1%

* Only those students who had completed 16 or more college units were included in this analysis

TABLE 15

REASON STUDENTS GIVE FOR NOT ENROLLING IN COURSES BY PRIMARY REASON FOR ATTENDING COLLEGE*

	PREPARE FOR CAREER (N=1,396)	PREPARE FOR TRANSFER (N=1,291)
ART, MUSIC, THEATER		
NOT REQUIRED	73%	69%
NOT INTERESTED	26%	29%
TOO MUCH READING/WRITING	1%	2%
FOREIGN LANGUAGE		
NOT REQUIRED	70%	66%
NOT INTERESTED	26%	29%
TOO MUCH READING/WRITING	4%	5%
LITERATURE/HUMANITIES/PHILOSOPHY		
NOT REQUIRED	60%	31%
NOT INTERESTED	27%	37%
TOO MUCH READING/WRITING	13%	32%
MATHEMATICS		
NOT REQUIRED	60%	34%
NOT INTERESTED	30%	49%
TOO MUCH READING/WRITING	10%	17%
SCIENCES/SOCIAL SCIENCES		
NOT REQUIRED	67%	31%
NOT INTERESTED	23%	40%
TOO MUCH READING/WRITING	10%	29%
POLITICAL SCIENCE/HISTORY		
NOT REQUIRED	65%	49%
NOT INTERESTED	29%	31%
TOO MUCH READING/WRITING	6%	20%

*ONLY THOSE STUDENTS WHO COMPLETED 16 OR MORE COLLEGE UNITS WERE INCLUDED IN THIS ANALYSIS

TABLE 16

REASONS STUDENTS GAVE FOR
ENROLLING IN A PARTICULAR COURSE

Reasons for Enrolling in Course	Course In Which Students Was Enrolled					
	Social Sciences (N=808)	Humanities (N=591)	Sciences (N=584)	Math/ Comp.Sci. (N=737)	Business (N=868)	Occupation Tech. (N=664)
General education requirement	35%	35%	30%	19%	10%	5%
Major field requirement	30%	18%	43%	44%	35%	33%
Develop job-related skills	6%	7%	11%	20%	35%	42%
Personal enrichment	16%	26%	10%	10%	14%	13%
Course description sounded interesting	6%	6%	2%	2%	3%	3%
Encouraged by counselor or faculty member	4%	5%	2%	4%	3%	3%
Recommended by another student	3%	2%	2%	<0	1%	1%

TABLE 17

PERCENTAGE OF STUDENTS WHO PARTICIPATED IN VARIOUS COURSE-RELATED ACTIVITIES

(N=6,162)

WRITING ACTIVITIES	
SPENT FIVE HOURS OR MORE WRITING A PAPER FOR THIS CLASS	27%
DEVELOPED A BIBLIOGRAPHY FOR PAPER	25%
ASKED INSTRUCTOR FOR HELP TO IMPROVE WRITING	13%
STUDENT-INSTRUCTOR CONTACTS	
RECEIVED HELPFUL FEEDBACK ON ASSIGNMENTS FROM INSTRUCTOR	80%
MET WITH INSTRUCTOR IN OFFICE	35%
DISCUSSED CAREER PLANS WITH INSTRUCTOR	27%
DISCUSSED IDEAS FOR A TERM PAPER OR OTHER CLASS PROJECT WITH MY INSTRUCTOR	25%
ACADEMIC ACTIVITIES	
THOUGHT ABOUT PRACTICAL APPLICATIONS OF CLASS MATERIAL	90%
TRIED TO EXPLAIN THE COURSE MATERIAL TO ANOTHER PERSON	79%
TRIED TO SEE HOW DIFFERENT FACTS AND IDEAS FIT TOGETHER	73%
WORKED ON ASSIGNMENT WHERE I INCORPORATED IDEAS FROM COURSE	71%
RELATED COURSE READINGS TO MY PERSONAL EXPERIENCES	61%
THOUGHT ABOUT SOME OF THE POLITICAL, RELIGIOUS, SOCIOLOGICAL, AND/OR ECONOMIC MEANINGS OF SOMETHING I READ	57%

Table 18

Percentage of Students Who Participated in Various Course-Related Activities by Subject Area

	Humanities (N=591)	Social Sciences (N=808)	Sciences (N=584)	Math/ Comp.Sci. (N=737)	Business (N=822)	Occ-Tech (N=667
Writing Activities						
Spend five hours or more writing a paper for the class	38%	32%	17%	19%	24%	22%
Develop a bibliography for a paper	31%	35%	19%	15%	21%	28%
Asked instructor for help to improve writing	15%	6%	5%	8%	8%	14%
Student-Instructor Contacts						
Received helpful feedback on assignments from instructor	80%	71%	76%	84%	78%	88%
Met with instructor in office	38%	35%	36%	30%	24%	46%
Discussed career plans with instructor	20%	19%	24%	20%	26%	47%
Discussed ideas for a term paper or other class project with my instructor	29%	30%	14%	13%	19%	33%
Academic Activities						
Thought about practical applications of class material	89%	87%	90%	93%	94%	95%
Tried to explain the course material to another person	83%	81%	84%	79%	80%	84%
Tried to see how different facts and ideas fit together	62%	81%	84%	85%	85%	80%
Worked on assignment where I incorporated ideas from course	70%	65%	62%	71%	74%	78%
Related course readings to my personal experience	66%	72%	62%	36%	66%	67%
Thought about some of the political, religious, sociological, and/or economic meanings of something I read	75%	89%	55%	31%	61%	48%

Table 19

Percentage of Students Who Participated in Various Course-Related Activities by Type of Course

	Art History/ Appreciation (N=50)	Foreign Languages (N=191)	History (N=110)	Humanities (N-40)	Literature (N=174)	Philosophy (N=62)
Writing Activities						
Spent five hours or more writing a paper for the class	47%	11%	37%	38%	56%	50%
Developed a bibliography for a paper	46%	10%	40%	40%	38%	44%
Asked instructor for help to improve writing	8%	14%	9%	10%	27%	6%
Student-Instructor Contacts						
Received helpful feedback on assignments from instructor	75%	84%	80%	65%	88%	63%
Met with instructor in office	29%	36%	45%	33%	48%	27%
Discussed career plans with instructor	32%	22%	26%	18%	21%	8%
Discussed ideas for a term paper or other class project with my instructor	33%	7%	37%	60%	45%	27%
Academic Activites						
Thought about practical applications of class material	88%	93%	70%	78%	84%	90%
Tried to explain the course material to another person	82%	76%	76%	85%	82%	92%
Tried to see how different facts and ideas fit together	73%	39%	80%	78%	61%	81%
Worked on assignment where I incorporated ideas from the course	73%	57%	70%	78%	78%	64%
Related course readings to my personal experiences	69%	44%	51%	70%	78%	74%
Thought about some of the political, religious, sociological, and/or economic meanings of something I read	78%	45%	92%	90%	86%	92%

Table 19

Percentage of Students Who Participated in Various Course-Related Activities by Type of Course (Concluded)

	Political Science (N=82)	Social Science (N=571)	Theater History (N=76)	Composition (N=440)	Performing Arts (N=326)	Speech (N=176)	Secretarial Skills (N=269)
Writing Activities							
Spent five hours or more writing a paper for the class	40%	30%	53%	61%	17%	50%	13%
Developed a bibliography for a paper	32%	34%	45%	42%	17%	46%	12%
Asked instructor for help to improve writing	4%	5%	7%	49%	9%	15%	17%
Student-Instructor Contacts							
Received helpful feedback on assignments from instructor	88%	65%	82%	89%	88%	92%	84%
Met with instructor in office	57%	28%	38%	54%	36%	24%	37%
Discussed career plans with instructor	29%	16%	20%	26%	32%	30%	31%
Discussed ideas for a term paper or other class project with my instructor	21%	29%	30%	47%	33%	42%	10%
Academic Activities							
Thought about practical applications of class material	90%	92%	97%	82%	89%	96%	88%
Tried to explain the course material to another person	84%	82%	93%	65%	84%	77%	72%
Tried to see how different facts and ideas fit together	81%	82%	84%	62%	54%	59%	43%
Worked on assignments where I incorporated ideas from course	88%	60%	88%	86%	84%	92%	66%
Related course readings to my personal experiences	61%	80%	82%	73%	48%	84%	32%
Thought about some of the political, religious, sociological, and/or economic meanings of something I read	79%	89%	92%	68%	35%	72%	24%

CENTER FOR THE STUDY OF COMMUNITY COLLEGES
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Measuring the Benefits of Liberal Arts Education In Washington's Community Colleges

Summary of Findings

Jack Friedlander

March, 1982

In the Fall of 1981 a survey was given to 6,162 students in the state of Washington's community colleges. The results are summarized below. When interpreting these results it is important to keep in mind that in comparison to the average for all community college students in Washington, the students in the sample were younger and were much more likely to have been enrolled on a full-time basis. Also, all the findings are based on students' self reports.

Student Ratings of Their Skills

Students in the sample felt most confident in their ability to read, write, and speak effectively, appreciate music, and critically examine ideas. They were least confident in their ability to appreciate art, music, and drama, understand different cultures, and speak in a language other than English.

The more college units students completed, the more likely they were to rate their skills as good or excellent. Student ratings of the competencies were related to the kind of courses they completed in college. For example, students who completed courses in the humanities were much more likely than those who did not to rate their skills as good or excellent in all but one of the competency areas considered. This was in the expected direction since most of the competency areas in which students were asked to rate their skills correspond to the objectives of humanities education.

Student Estimates of the Progress They Had Made in College

The majority of students in the sample reported that they had made some or very much progress in all but one of the 14 areas of traditional general education objectives. The one exception was developing an understanding and enjoyment of art, music, and drama, an area in which 71 percent of the respondents indicated that they had made little or no progress. Areas in which students felt they had made the most progress were learning on their own, acquiring background for further education in a professional field, becoming aware of different points of view, and understanding one's self. Among the areas in which more than one-third of the sample reported little or no progress included writing effectively, speaking effectively, understanding social issues, and understanding the social implications of scientific developments.

In most instances, the rise in the number of college units completed was accompanied by an increase in the percentage who reported that they made very much progress in achieving important objectives of general education. There was a positive relationship between the types of courses students had completed and the amount of progress they reported in competency areas which those courses were designed to promote. To illustrate, a greater percentage of students who had completed at least one course in the humanities than those who had not, felt that they had made very much progress in all but one of the areas of attainment --that of acquiring background for further education in some professional field. These results were expected since most of the benefits considered in this study are desired outcomes of humanities education. The results of this study suggest that enrollment in business or occupational courses does not contribute as much to student attainment of general educational outcomes as participation in courses in the humanities, sciences, or social sciences.

Breadth of Exposure to the Curriculum

Students who had completed one or more courses in each of four liberal arts areas--humanities, mathematics, sciences, and social sciences--were more likely than those who had taken courses in three or fewer of these distribution areas to rate a greater number of their skills as good or excellent and to report that they had made very much progress on a larger number of the measures of attainment. Such findings lend support to the assumption underlying general education distribution requirements--namely, the greater the breadth of exposure to the liberal arts, the greater the range of competencies developed.

Comparisons Between Students Attending College to Prepare for Transfer and Those Attending College to Prepare for a Career

As one might expect, a greater percentage of transfer-than-career-oriented students had taken courses in the humanities, social sciences, sciences, and mathematics or computer sciences. On the other hand, a greater percentage of occupational than transfer program students had completed courses in business and in an occupational or technological area. Nevertheless, just over one-half of the students attending college to prepare for a career had taken seven or more courses in the liberal arts while a substantial percentage of those attending college to prepare for transfer had taken at least one course in business or in an occupational or technological area. In general, the differences in the kind of courses taken by students preparing for transfer and those preparing for careers were reflected in the amount of progress each group felt it had made in various achievement areas.

Reasons Students Gave for Enrolling and for Not Enrolling in Liberal Arts Courses

There was much variation in the reasons students had for enrolling in different kinds of courses. For example, within the humanities, 36 percent

of the students enrolled to fulfill a general education or distribution requirement, 26 percent did so for personal enrichment, and 18 percent enrolled because it was required for their major. These percentages are similar to those reported by students in other areas of the curriculum. "Not required" was the most frequently cited reason for not taking courses in various liberal arts areas. "Not interested in the course" was the second most common reason for not having participated in liberal arts courses.

One in five students who rated their skills in reading or writing as fair or poor cited too much required reading as the principle reason they had for not participating in courses in literature, humanities, philosophy, sciences, social sciences, and history. In all instances, those students who rated one of their skills as fair or poor were much more likely than those who rated the same skill as good or excellent to say they did not participate in a course in which that ability was required because they were not interested in the subject. Such data suggest that students tend to avoid courses in which they think they will not do well.

Activities in which Students in Different Types of Courses Participate

Students enrolled in composition, humanities, and social science courses were more likely than those in other subject areas to have engaged in writing activities during the first seven weeks of the term. However, with the exception of composition, more than half of the students in the remaining subject areas had not spent a total of five hours or more writing a paper for their class, developing a bibliography for a class assignment, or asking their instructor for help to improve their writing.

With respect to student-instructor contacts, eight out of ten participants in the survey reported that they received helpful feedback on class assignments. A much smaller percentage of the sample said that they had met their instructor

in his or her office, discussed career plans and ambitions, or discussed ideas for a term paper or project.

A high percentage of the students in most of the subject areas noted that during the first seven weeks of the term they had thought about practical applications of class materials, tried to explain the course material to another person, tried to see how facts and figures fit together, worked on an assignment in which they had to incorporate ideas from the course, and related course readings to their personal experiences. Such findings indicate that students are being stimulated to engage in activities that draw upon high level cognitive skills.

Conclusion

The results of this study showed that a high percentage of students in Washington's community colleges career, transfer, and personal enrichment programs participated in and benefitted from liberal arts courses. Traditional college courses should be maintained in community colleges because they promote attainment of desired outcomes of general education.

Washington State Board for Community College Education

and

The Center for the Study of Community Colleges

STUDENT SURVEY

DEAR STUDENT:

Your college, the Center for the Study of Community Colleges, and the State Board for Community College Education are engaged in a three-year project to revitalize the humanities in Washington. This project, sponsored by the National Endowment for the Humanities, involves all 27 Washington colleges and many students, instructors and administrators.

This survey is designed to obtain information about what students gain from their courses. Your responses are confidential and will not reveal your identity in any way. This survey will not become part of your college record. It will, however, help in planning programs and designing courses for students enrolled in community colleges. Please respond as accurately as possible according to the directions given for the various items.

Thank you very much for participating in this important project.

DIRECTIONS

Your responses to this questionnaire will be read by a machine. It is important that you follow a few simple rules:

- Use a pencil - No. 2 or softer. (Do not use ink)
- Make heavy black marks that fill the oval.
- Erase cleanly any response you wish to change.
- Make no stray markings of any kind.

Example: Wrong

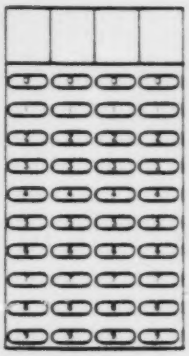
Wrong

 Wrong

Right

N=6,162

Your instructor will tell you the survey number for this class. Please write the number in the boxes and fill in the corresponding ovals.



Are you:

- Male 46%
- Female 54%

How old are you?

- 18 or younger 15%
- 19 - 22 38%
- 23 - 29 22%
- 30 - 39 15%
- 40 - 59 9%
- 60 or older 1%

At this or any other college, how many credits have you completed?

- 0 22%
- 1 - 3 3%
- 4 - 15 12%
- 16 - 30 12%
- 31 - 60 24%
- Over 60 25%

5. For how many credits are you enrolled this quarter?

- 22% 0 - 9
- 78% 10 or more

6. What is the primary reason that you are attending college? (Mark only one answer)

- 38% To prepare for a career
- 14% To gain skills necessary for advancement in my career
- 34% To prepare for transfer to a four-year college or university
- 2% To develop basic learning skills (for example, reading, writing, math)
- 3% To obtain a general education
- 7% To satisfy a personal interest

7. How would you rate your ability in each of the following areas? Fill in one oval for each item.

	Excellent	Good	Fair	Poor
a. Critically examine ideas	19	60	21	1
b. Speak in a language other than English	7	10	23	60
c. Appreciate art	23	40	31	7
d. Appreciate music	39	41	16	3
e. Appreciate theater and drama	19	36	33	10
f. Understand my culture and heritage	19	30	25	3
g. Use mathematics to solve problems	18	43	30	9
h. Understand different cultures	11	41	41	7
i. Read effectively	33	48	17	2
j. Write effectively	22	51	23	4
k. Express myself in speaking	21	49	25	4

8. **How many college courses have you completed in each of the areas listed below?**

		0	1	2 or More
a.	Anthropology	86	11	3
b.	Art History and/or Appreciation	75	15	10
c.	Biological/Physical Sciences	56	18	26
d.	Business	74	16	10
e.	Cultural Geography	86	11	3
f.	English as a Second Language	90	7	3
g.	Foreign Language	78	11	11
h.	History	65	19	16
i.	Humanities	80	16	14
j.	Literature	63	20	17
k.	Math/Computer Sciences	63	22	14
l.	Music History and/or Appreciation	81	13	6
m.	Occupational - Technical	63	11	26
n.	Philosophy - Ethics	78	13	9
o.	Political Science	80	14	6
p.	Social Sciences (e.g., Economics, Psychology, Sociology)	45	20	35
q.	Theater/Film History and/or Appreciation	89	8	3

9. **Why did you enroll in this course? (Mark the one most important reason)**

- 21 It fulfills a general education or breadth or distribution requirement.
- 22 It is required for my major.
- 20 To develop job-related skills
- 18 Personal enrichment/self-enrichment
- 3 The course description sounded interesting.
- 4 A counselor or faculty member encouraged me to take this course.
- 1 Another student recommended that I take this course.

10. **In this class, please indicate whether or not you have done each of the following activities. Please mark one oval for each statement.**

In this class I:	Yes	No
a. Developed a bibliography or set of references for a term paper or other class assignment	25	75
b. Tried to see how different facts and figures fit together	73	27
c. Thought about practical applications of class material	90	10
d. Worked on an assignment where I incorporated ideas from this course	71	29
e. Tried to explain the course material to another person	79	21
f. Met with my instructor in his/her office	35	65
g. Received helpful feedback on class assignments, papers, and tests from my instructor	80	20
h. Discussed my career plans and ambitions with my instructor	27	73
i. Spent at least five hours or more writing a paper for this class	27	73
j. Asked my instructor for help to improve my writing	13	87
k. Discussed ideas for a term paper or other class projects with my instructor	25	75
l. Related course readings to my personal experiences	61	39
m. Thought about some of the political, religious, sociological, and/or economic meanings of something I read	57	43

11. **For each of the following areas in which you HAVE NOT taken courses, please mark the one most important reason.**

	Not Required For My Program	Courses Do Not Interest Me	Too Much Required Reading	Too Much Required Writing
Art/Music/Theater	69	20	1	1
Foreign Languages	63	31	4	1
Literature/Humanities/Philosophy	51	30	13	5
Mathematics	49	39	5	8
Social/Natural/Biological/Physical Science	49	31	12	8
Political Science/History	57	32	9	2

12. **In thinking about your experiences at this college, how much progress have you made in each of the following areas? Please respond to each item.**

I have made progress in:	None	Little	Some	Very Much
a. Acquiring background for further education in some professional field	5	11	41	43
b. Gaining a broad general education	4	15	35	46
c. Developing an understanding and enjoyment of art, music, drama	18	23	17	42
d. Understanding myself, my abilities, interests, and personality	5	14	41	41
e. Understanding and getting along with different kinds of people	5	13	41	42
f. Thinking critically	5	15	40	39
g. Putting ideas together to see relationships, similarities, and differences	5	15	45	36
h. Learning on my own	3	7	41	47
i. Expressing ideas effectively in speaking	12	26	43	19
j. Expressing ideas effectively in writing	12	23	43	24
k. Becoming aware of different points of view	5	13	41	41
l. Developing my sense of values	10	16	39	33
m. Understanding social issues	13	24	43	21
n. Understanding the social implications of scientific developments	21	26	26	20

THANK YOU FOR COMPLETING THIS SURVEY

APPENDIX F

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SURVEYS, RECOMMENDATIONS, AND ASSESSMENTS

Arthur M. Cohen
Presentation to Washington Association of Community College Presidents
At Highline College, Seattle
April 23, 1982

My presentation will focus on three areas. First, I want to report some of the findings from our survey of Washington community college students. Then I want to comment on some of the recommendations we have been making as a result of our effort with the Washington State Humanities Project. And last, I want to talk about a test of general education or liberal arts outcomes.

John Terrey has asked also that I mention the book that we have recently published. The American Community College is an interpretive analysis of the institution. We trace the backgrounds and current operations of the colleges, showing how instruction, curriculum, student services, state organizations, and administration arose to fit the realities of an institution dedicated to serving a mass audience. The book is also a response to criticisms of the community colleges as they fulfill their social role. It was done as a text and I think you will find it useful.

The student survey was administered to 6,162 students in Washington last fall. The sample was skewed in that there were more younger, full-time students than there are as a proportion of the total population. But that is because we use class sections as the unit of sampling and the younger, full-time students take more classes, hence are more likely to be represented on a head-count basis. Actually, though, the sample is an accurate representation of the students as enrolled. The student taking five classes has five times as many chances to be counted in the sample as one who is only taking one class; but that full-time student also represents a higher proportion of your FTE.

We asked the students to report on the types of courses they were taking, why they were taking them, and what they were getting from them. There were few surprises. The more classes the students completed, the more likely they were to rate highly their skills in reading, writing, understanding cultures, and the other typical outcomes of your collegiate programs. Their ratings were related to the kinds of courses they completed. A student completing courses in the humanities was more likely to feel confident about his or her ability to critically examine ideas, appreciate music, understand art and drama, and so on. When we asked why the students did or did not take certain courses, most responded that they took the liberal arts classes "to fulfill general education requirements;" coupled with "required for my major," more than half the students gave that response. But 26% indicated they had done so for personal enrichment, showing that you are still serving a sizable proportion of people who take courses simply because they want to.

The survey revealed an overlap in categories of students. Over half the students attending college to prepare for a career had taken seven or more courses in the liberal arts, while a high percentage of those attending college to prepare for transfer had taken at least one course in business or an occupational area. The categories "transfer," and "occupational" did not stand up, a finding substantiated by recent studies in California showing that more than one-fourth the students enrolled in occupational programs indicated they intended transferring, and more than one-fourth the students enrolled in transfer courses indicated they were attending college to gain job-related skills.

One distressing finding from the survey was that less than half the students in courses other than English Composition were spending as much as

five hours a semester writing papers for their classes, developing bibliographies, or seeking assistance with their writing. The concept of writing across the curriculum has not taken hold. It is too easy for our students to wend their way through the colleges without ever being called upon to write papers. Probably at least one reason for this is related to the fact that instructors define their own time. Earlier this morning you were talking about increasing the productivity of instructors by having them teach more classes or larger classes. That may be, but as long as the instructors can define what goes on within those classes--and no one is saying they should not be so empowered--the idea of students' writing as a way of enhancing their learning seems destined to make little headway. Faced with teaching four or five classes with between 100 and 200 students enrolled, the instructors typically do not assign papers. They do not want to read the papers (only one instructor in 20 uses readers). The instructors define their own time; the students suffer to the extent they are not called upon to write.

Otherwise, the survey showed only what we know: students take the courses that they aree required to take; if students are asked to take more, they do; those who take more courses feel they have learned more. The findings seem obvious but it is important to reiterate the obvious. For too long we have accepted the pernicious notion that students will define their own best learning paths, plan their own curriculums, spend time on what is best for them. I happen not to subscribe to that. I believe that as professional educators we have a responsibility to tell people what they should know, for their own good and for the good of society.

A CAREER OPTION

The recommendations that the humanities project has yielded have been reported in numerous papers. And Randy Beckwith, Florence Brawer, and I have

spoken about them at your conferences and on your campuses. Today I want to emphasize only one of them. We have been recommending a liberal arts career option as a way of merging the two dominant interests of students: transfer and occupational. Students can be led to work in businesses even while taking liberal arts courses and leaving their option for transfer open. Two-thirds of your FTE is comprised of students who are age 18 to 21. Most of them want job-related skills while they want to be able eventually to transfer to the university. But few institutions offer merged programs; most of the students who work are left to find jobs unrelated to their transfer courses.

It seems time to develop a program with a new twist. It would involve the students in taking the traditional general education and liberal arts classes but would also include a cooperative work experience component. It would have selective entry with priorities targeted to students just out of high school. They would be students who do not aspire immediately to careers for which training programs have been established, who probably eventuate in white-collar work: in banks, insurance companies, department stores, stock brokerage houses, international trade, small businesses, restaurants, and other areas where the employers seek people who can read, write, communicate, compute, understand what is going on around them, know something of their social heritage, get along with their fellows--the traditional general education outcomes.

The program of courses would have few options. Students would take the courses required for transfer to universities. Where multiple sections of those courses were offered, students in the especially designated program would take sections in common so that peer group support would be enhanced. The program would have an especially designated head and a faculty that understood they were working together--rather the model of your nursing

programs today. It would have a work experience component with apprenticeships arranged in the types of businesses for which the students were being prepared. It would have an advisory committee comprised of major employers and supporters from the local community. And it would be publicized as an occupational program even while enabling students to maintain their options to transfer. We would welcome the opportunity of exploring such a program's configurations with you.

ASSESSMENT

My third topic for the day has to do with a general education/liberal arts test that we are developing. We have had meetings with representative of Educational Testing Service because we want to build a measure that will fit what we see as a pressing need of the contemporary community college. Just this morning you were talking about what the state is getting for its money. You mentioned questions of quality; not just enrollment but output. There is a continuing need for communicating with legislators regarding what community colleges are, who they serve, what they provide. It is not enough to demand that the community colleges be supported becuase they enroll so many people. What is the state getting for its money?

Achievement testing programs have been used from time to time in many States. Pupil progress in the lower schools is monitored systematically. But at the college level, institution-wide testing has been less prevalent. ETS has 80 tests in its bank, tests of scholastic ability, tests for teachers, and graduate record exams. Rarely does a college system make the effort to put out a statement about what its students achieve as a group. The tests are individually normed instruments--entrance tests, diagnostic tests, alumni follow-up surveys--all types of tests except the ones that can say, "This is what students in this institution know."

We want to develop a test of liberal arts/general education understanding. It would be built by community college educators for administration to community college students. It would be done for internal use, normed against itself, not against students in universities or anywhere else. It would assess institutions, not individual students or individual classes.

The test would have representative numbers of items from the humanities, sciences, social sciences, mathematics, reading, and written expression tests that ETS has worked with over the years. The test would be tried out on small groups of community college students to get a reading on level of difficulty and timing. Items would be refine and selected by a panel of community college staff members (I would hope that some of your own staff members would be involved in this exercise.) It would be administered to students in selected class sections; therefore, the test must be such that the students can complete it in 50 minutes. There would be alternate forms of the test so that a wide range of knowledge could be tested in a short time.

We feel that this test is an important outcome of the Washington State "Revitalizing the Humanities" project. Not just the humanities but all the liberal arts and general education are an essential component of your institutions. The public still sees the community colleges as transfer institutions. AACJC sponsored a Gallup Poll in 1977 and again in 1981 and found that the percentage of people feeling that the community colleges' major mission was preparing students for transfer had actually increased during that time. The public is interested in the community colleges maintaining their standards. You need a base to rebut the universities' frequent complaint, "Your students don't learn anything there." You need a forum for internal program review: which courses should be required? Which should be required for

for graduation?

You also need a way of determining which programs are teaching best. For years, community colleges used the something vs. nothing approach in changing programs. The question was whether another program should be added, how it could be funded, staffed, presented. During the 1980s the question is more likely to be, "Given these two programs and funds to operate only one, which shall we maintain?" A time of declining resources leads to forced choices, to something vs. something questions instead of the something vs. nothing questions that we have been used to asking. Moving into that era will require much difference in understanding among community college eudcators.

It is time the community college had its own learning measure. It is big enough, important enough, and it enrolls enough students to warrant being judged on its own terms. The university is the home of the academic disciplines; general education belongs to the community colleges. There the liberal arts are being reconceptualized to fit different students, different purposes. An outcomes measure would help the process of devising and monitoring interdisciplinary courses, course modules, liberal arts for nonreaders--all the efforts that we must make if the community colleges are to be true to their charge of comprehensiveness.

Tests can be good in themselves, but their outcomes can be used in many ways. In order to build in a form of fail-safe to the test, we plan on not collecting information about individual students. We will ask only how many courses they have completed in humanities, sciences, social sciences, mathematics, reading, and composition, and how many college credits in total they have completed. But there is no need to collect data on age, sex, or ethnicity.

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All we will know about the students is that they were enrolled in a certain institution and were attending class on the testing date. This ensures that no comparisons can be made below the level of the institution itself.

I welcome your comments on this proposal and I look forward to working with you as we develop it.

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